

Modern Human Trafficking GEND 3500 (3 credits)

The Netherlands: Human Trafficking, Sex Trade, and Modern Slavery in Europe

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

“...the recruitment, transportation, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.”

This definition, from the United Nations Protocol to Prevent, Suppress, and Punish Trafficking in Humans, is the most widely cited definition of human trafficking. It is an attempt to craft an umbrella large enough to cover the wide variety of practices encompassed by ‘trafficking.’ Early on, concern with human trafficking focused on women and children involved in the sex trade but more recent treatment also examines other avenues for the exploitation of women and children, as well as men. But, as the World Health Organization notes, “...trafficking occurs in a wide range of sectors, such as agriculture, fishing, manufacturing, mining, forestry, construction, domestic servitude, cleaning and hospitality services. Trafficked people may also be forced to work as beggars or soldiers, and women and children can be made to serve as ‘wives.’”

Human trafficking is a big, and diverse, business. In this course we shall examine this ancient phenomenon that refuses to die in its various forms. We consider this as part and parcel of the backlash against decolonizing forces as well as the inevitable byproduct of late-stage, global capitalism. In sum, this course is devoted not only to the consideration of what is happening in the world, but also in the underlying historical events and theoretical worldview that casts some people as chattel.

Learning Outcomes

Upon completion of the course, students will be able to:

- Identify the scope and magnitude of human trafficking and illustrate varieties of human trafficking as demonstrated by an in-class presentation;

- Explore and critically examine the forces behind human trafficking and the motivation of the various actors as demonstrated by the term paper;
- Analyze and respond to sophisticated scholarship on power relations at the axes with gender, religion, country of origin, race, religion, and class as it applies to global migration and labor, as demonstrated by an ongoing class portfolio with short reading responses and in-class assignments;
- Apply possible strategies for mitigating human trafficking as demonstrated in an op ed.

Language of Instruction

This course is taught in English, but students will be exposed to vocabulary related to course content as well as the nuances of economic change and development through in-country expert lectures and field visits in a wide range of venues and regional locales.

Instructional Methods

We marry traditional in-class and experiential learning styles to educate the whole person in an immersive and intellectually enlightening process. We study theory because it is an analytical tool to help us understand our world, our ideas, the ideas of others, and absolutely uncharted situations. Experiential learning theory recognizes that learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being.

Required Texts

Shelley, L. (2011). *Human Trafficking: A Global Perspective*. Cambridge University Press.

Skloot, R. (2011). *The Immortal Life of Henrietta Lacks*. Broadway Books.

All other course materials will be available on Canvas.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

1) Human Trafficking Case Study Presentation (25%)

Each student will prepare and present, as part of a team, a lesson on a particular example of human trafficking once during the term. This presentation will be both factually informative and involve the students' own ideas about causes and remedies. Further details for this assignment will be covered in class.

2) Portfolio (25%)

Students will maintain a portfolio to trace their academic development throughout the course. The portfolio includes small out-of-class assignments, daily reading responses, short in-class writing assignments, and personal reflections. The point here is to make sure students have a repository for their ideas and get academic credit for the real work they do outside of class that is not measured elsewhere.

3) Opinion Piece (10%)

Students will prepare an opinion-style piece outlining a clear path of action to end human trafficking.

4) Amsterdam Paper (30%)

The city of Amsterdam is an excellent location for the study of a number of the issues we will discuss in the course of the term. Students will write an 8-10 page argumentative essay exploring a course theme in the Dutch context. Paper topics will be developed in concert with the academic director.

5) Participation (10%)

This includes active involvement in lectures, readings, discussions, and Site-visits using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field Site-visits, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field Site-visits and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

Assessment

Case Study Presentation - 25%

Portfolio - 25%

Opinion Piece – 10%

Amsterdam Paper - 30%

Participation - 10%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program Site-visits is required. **Attendance is necessary but not sufficient.** Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination. It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program. Late assignments will be docked 4% per 24-hour period, starting one minute after the assignment is due.

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Program Expectations

- Show up prepared. Be on time, have your readings and your portfolio entry completed, and have some points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, submitted online or printed out as required, and done accordingly to the specified requirements.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics must be stowed during class.
- Course Communication: The syllabus and assignment sheets contain all the information students need to succeed in class. In the very likely case that there are minor changes – in venue or time, for example – this information will be dispatched via email. Students are responsible for keeping themselves informed.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.

- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Course Schedule

Please be aware that topics and Site-visits may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Module 1: Legal Policy and Framework

In this module, students examine the definition of human trafficking and learn about the legal policies in force around the world that both contribute to, and attempt to rein in, human trafficking. Discussing trafficking in a legal framework will allow us to separate trafficking from sex work and determine a 'from above' sort of understanding of the actors involved.

Site-visits and Speakers:

- International Criminal Court in Den Haag
- Luuk Esser, Leiden University

Class Sessions:

- What is 'human trafficking' in the legal sense?
- What is the demand for human trafficking?
- The Dutch criminal code
- The UN
- The EU and the Court
- The Palermo Protocol
- The WHO and health care concerns
- Bondage contracts
- The role of organized crime

Readings:

Coonan, T. (2010). Anatomy of a Sex Trafficking Case. *Intercultural Human Rights Law Review*, 313- 26.

UN Protocol to Prevent, Suppress, and Punish Trafficking in Persons

Ramond, J. (2002). The New UN Trafficking Protocol. *Women's Studies International Forum*, 491.

Gallagher, A. (2015). Two Cheers for the Trafficking Protocol. *Antitrafficking Review*, 43.

Hathaway, J. (2008). The Human Rights Quagmire of Human Trafficking. *Virginia Journal of International Law*, 49.

Kara, S. (2014). Bonded Labor: An Overview. *Bonded Labor: Tackling the System of Slavery in South Asia*. Columbia University Press, 18–20, 22–26.

<https://www.unodc.org/unodc/en/human-trafficking/publications.html>

Module 2: Global Power: Theoretical Perspectives on Migration and Trafficking

The most long-standing, virulent, and salient debate about sex work is the degree to which sex workers (especially those identifying as queer, women, and people of color) are active agents as opposed to victims. This module will explore this question to its depths, focusing particularly on rarely heard voices. This is the place where we shall consider the argument that legalization makes sex work safer.

Site-visits and Speakers:

- Wereldhuis
- Humanity House
- De Regenboog Groep
- La Strada

Class Sessions:

- Adoptions
- The ex-pat vs the immigrant
- Domestic labor
- Dominican baseball players and Siberian fashion models
- Biopower
- The subjectivity of the trafficked person
- What is the border between insignificant wage labor and trafficking?
- Organ donors
- Forced marriage
- Forced criminality
- Dubai: Filipinas and Pakistani men

Readings:

Bilefsky, D. (2012). Black Market for Body Parts Spreads Among the Poor in Europe. *New York Times*, June 28.

Moniruzzaman, M. (2012). Living Cadavers' in Bangladesh: Bioviolence in the Human Organ Bazaar. *Medical Anthropology Quarterly*, 69–91.

Soirila, U. (2011). *Trafficking in human beings and Foucauldian biopower: a case study*

- in the expansion of the human rights phenomenon.* University of Helsinki Faculty of Law.
- Waddington, G. (2011). A New Class of persons; Intercountry Adoptees and Postcolonial Theories of Cultural Hybridity. *Creighton International and Comparative Law Journal*, 81 – 99.
- Weitzer, R. (2007). The Social Construction of Sex Trafficking: Ideology and Institutionalization of a Moral Crusade. *Politics & Society*, 447 – 75.

Module 3: Sex Trafficking

The most prevalent form of trafficking, the forced labor of women in the sex industry is an entrenched, multifaceted problem. In this module, we will look closely at this particular form of trafficking. There are no questions about agency here but we will look at the role of the (usually male) consumer, and the questionable motives of the corporations pitching in to fight coerced sex work.

Site-visits and Speakers:

- A Bridge to Hope
- PIC
- Not for Sale

Class Sessions:

- Sex trafficking from Eastern Europe
- Sex trafficking from Asia
- Sex tourism and bachelor parties

Readings:

- Andrijasevic, R. (2007). Beautiful Dead Bodies: Gender, Migration, and Representation in Anti-Trafficking Campaigns. *Feminist Review*, 24–44.
- Bernstein, E. (2010) Militarized humanitarianism meets carceral feminism: the politics of sex, rights, and freedom in contemporary antitrafficking campaigns. *Signs*, 45 - 72.
- Doezema, J. (2001). Ouch! Western Feminists' 'Wounded Attachment' to the 'Third World Prostitute'. *Feminist Review*, 16 – 38.
- Marinova, N. and P. James. (2012). The Tragedy of Human Trafficking: Competing Theories and European Evidence. *Foreign Policy Analysis*, 231-53.
- Mohanty, C. (1988). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Feminist Review*, 61–88.
- MTV EXIT. "Inhuman Traffic: An MTV Exit Special hosted by Angelina Jolie." April 19, 2012. YouTube.
- EXIT Campaign. "Traffic: An MTV EXIT Special presented by Lucy Liu–Part 1." November 26, 2007. YouTube.
- EXIT Campaign. "Traffic: An MTV EXIT Special presented by Lucy Liu–Part 2." November 26, 2007. YouTube.
- EXIT Campaign. "Traffic: An MTV EXIT Special presented by Lucy Liu–Part 3." November 26, 2007. YouTube.

Module 4: Activism and Action: Abolishing Human Trafficking

There is a clear goal in the study of human trafficking: to abolish the trade. Exactly how we are going to make that happen, however, is a matter of much discussion. In this module we will cover many of the efforts being made around the globe.

Class Sessions:

- Is the abolitionist approach untenable?
- Fighting Trafficking™
- Public health led abolition attempts
- Celebrities and human trafficking

Readings:

Berger, S. (2012). No End in Sight: Why the 'End Demand' Movement is the Wrong Focus for Efforts to Eliminate Human Trafficking," *Harvard Journal of Law and Gender*, 523 – 69.

Chuang, J. (2014). Exploitation Creep and the Unmaking of Human Trafficking Law. *The American Journal of International Law*, 609 – 49.

Haynes, D. (2014). The Celebritization of Human Trafficking. *The Annals of the American Academy*, 25 – 45.

Shamir, H. (2012). A Labor Paradigm for Human Trafficking. *UCLA Law Review*, 76 – 135.

Todres, J. (2011). Moving Upstream: The Merits of a Public Health Law Approach to Human Trafficking. *North Carolina Law Review*, 447 – 506.