OBJECTIVES:
Students will learn to identify and analyze: the basic characteristics and mechanics of human trafficking; the political, economic, historical, and social contexts shaping human trafficking; and the sources and patterns of national, international, and global responses.

REQUIREMENTS:
This class meets two days per week. The successful completion of this course requires attention to both course readings and class lecture/discussions. Students are responsible for attending class and completing and thinking about the assigned readings before coming to class. Attendance will be spot checked and academic integrity policies will conform to University regulations as described in the 2018-19 UNDERGRADUATE/GRADUATE BULLETIN.

Class format will be a combination of discussion and lecture. If it becomes clear from class discussion that the course readings are not being completed, the instructor reserves the right to add reading quizzes to the course requirements. The course grade will be based on a midterm and final exam (30 percent each), two 6-8 page papers (20 percent each). The direction of borderline grades will be based on class participation. The midterm and final exams will consist of a combination of identification and short essay questions. Graduate students are required to take both examinations, complete two longer papers (10-12 pages), and complete and discuss additional readings.

Draft paper findings will be discussed in class (see syllabus). Final papers will be submitted to the class D2L Dropbox. Late papers will be penalized one letter grade for each hour past the deadline they are submitted.

For the first short paper, students will analyze patterns of human trafficking and the responses of state and nonstate actors to these patterns in two countries drawn (by lottery) from the 2018 TIP Report Tier rankings. To help structure the analysis of these patterns, the papers must: a) address historical, political, and socioeconomic drivers of trafficking and responses; and b) compare-and-contrast the patterns of the two countries. Papers must draw on at least two past TIP Reports and at least four additional sources (class readings do not count). The first paper is due in the class D2L dropbox by 6:00 pm Friday, October 26.

For the second short paper, students will analyze patterns of human trafficking and the responses of state and nonstate actors in two U.S. states drawn by lottery. To help structure the analysis of these patterns, the papers must: a) address historical, political, and socioeconomic drivers of trafficking and responses; and b) compare-and-contrast the patterns of the two states. Papers must draw on at least six sources (class readings do not count). The second paper is due in the class D2L dropbox by 6:00 pm Wednesday, November 28.

As will be discussed in class, research papers require citations. Plagiarism, including self-plagiarism of prior work for other courses, is unacceptable and will not be tolerated. Words and ideas taken from other sources must include citation of those sources. The material also must be bracketed by quotation marks if
used word for word. Students can use one of the following citation formats: footnotes, endnotes, or in-text parenthetical references (the later with bibliography of sources listed alphabetically).

**GRADING SCALE:** 1000 point total: 950-1000 = A; 925-949 = A-; 900-924 = B+; 850-899 = B; 825-849 B-; 800-824 = C+; 750-799 = C; 725-749 C-; 700-724 = D+; 650-699 = D; 0-649 = F

**REQUIRED TEXTS:** There are three required texts available through the MU Book Marq: 1) Adam Hochschild, *Bury the Chains: Prophets and Rebels in the Fight to Free the Empire’s Slaves* (Houghton Mifflin Harcourt, 2006); 2) Siddharth Kara, *Modern Slavery: A Global Perspective* (New York: Columbia University Press, 2017); and 3) Rachael Lloyd, *Girls like Us: A Memoir* (Harper Perennial, 2011//2012). All additional required course readings are available through MARQCAT, linked online, or posted on D2L.


**TENTATIVE CLASS SCHEDULE**

**Introduction: Overview (What is HT; Drivers; Anti-HT Mobilization)**
August 28,30, September 4:
Read:
Kara, *Modern Slavery*, Chapter 1

**Part 1: Historical Context**
A) The Trans-Atlantic Slave Trade
September 4,6,11:
Read:
Hochschild, *Bury the Chains*, entire

B) The White Slave Trade
September 13,18, 20:
Read:
Part 2: The Human Trafficking GPR

A) The Politics and the Path: origins of the US TVPA and UN Trafficking Protocol

September 25, 27, October 2, 4

Read:
Anthony DeStefano, The War on Human Trafficking, Chapters 1-4 (MARQCAT--EBSCO Academic Collection Version on Line)

MIDTERM Exam: In class October 11

B) TIPR Analysis / Draft Paper Presentations

October 16, 23:

Read:
US Department of State, “Introductory Materials,” Trafficking in Persons Report, 2018

October 18: Midterm break, no class

October 26: First Paper Due

Part 3: Human Trafficking in Practice

A) Abroad

October 25, 30, November 1

Read: Sex Trafficking
Kara, Modern Slavery, Chapter 2 (Sex Trafficking)
Documentary Film: Trading Women

Read: Labor Trafficking
Kara, Chapter 6 (Debt Bondage), Chapter 7 (Global Supply Chains)
Documentary Film: The Dark Side of Chocolate

B) At Home

November 6, 8, 13

Read: Sex Trafficking
Rachael Lloyd, Girls like Us, Entire.

Read: Labor Trafficking
Kara, Modern Slavery, Chapter 3 (Labor Trafficking)
Second paper: Draft presentations (November 15, 20)

November 22: Thanksgiving Break

November 28: Second Paper Due

C) Beyond Sex and Labor: Organ Trafficking
November 27, 29
Read:
Kara, *Modern Slavery*, Organ Trafficking chapter 4

Part 4: Ending Human Trafficking/Modern Day Slavery
December 4, 6
Read:
Kevin Bales, *Ending Slavery: How We Free Today’s Slaves*, Chapters 2, 7, 8 (MARQCAT, EBSCO Academic Collection Version on Line)
Kara, *Modern Slavery*, Chapter 8 A Framework to Eradicate Slavery

Final Exam: Monday, December 10: 10:30-12:30