

**CCJ 4938 - Human Trafficking
Florida State University**

Class Times & Location Tuesday, Thursday 08:00AM – 09:15AM
Online, Synchronous (Participation in class meetings is required)

Professor: Dr. Ieke de Vries (she/her/hers)
idevries@fsu.edu
Office Hours (through Zoom): 9.30-10.30 Thursday & by appointment

Teaching Assistant: Bret Keating (he/him/his)
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Office Hours (through Zoom): By appointment

Required Books:

All available as e-books <https://lib.fsu.edu>.

1. Shelley, L. (2010). Human trafficking: A global perspective. Cambridge University Press.
2. Merry, S. E. (2016). The seductions of quantification: Measuring human rights, gender violence, and sex trafficking. University of Chicago Press.

Course Description:

The Trafficking Violence Prevention Act (2000) defines human trafficking as the recruitment and exploitation of people through force, fraud and coercion for the purposes of sexual services or labor. International legislation expands this definition to also cover alternative forms of human trafficking, such as organ trafficking, forced marriages, or criminal exploitation. Although these legislations point to an increased interest in combating human trafficking since the 2000s, the practice of exploitation of labor, servitude, or sexual services dates back to centuries ago and may even be as old as human existence. This course offers a comprehensive, comparative, and critical perspective of contemporary forms of human trafficking. At the end of this course, you will be able to answer the following questions:

- What are the dominant and peripheral perspectives through which human trafficking is perceived?
- What is known about the nature and scale of human trafficking?
- Which actions can be taken to combat human trafficking?

Course Learning Goals:

This course aims to provide you with a variety of literature and tools to address human trafficking utilizing different perspectives, methods and policies. By the end of the course, you will be able to:

- Describe the problem of human trafficking in its various forms, along with potential causes and consequences.
- Understand the historical and cultural contingencies of human trafficking on a global and local level.
- Critically think about and formulate arguments for and against different conceptual perspectives, research methods and policies that address human trafficking, specifically as it pertains to understanding and evaluating:
 - the value and pitfalls of framing human trafficking in a particular way.
 - the relevance, reliability, and validity of research on human trafficking.
 - the applicability and limits of international, federal and state-level laws and regulations.
- Become comfortable and skilled with having informed and respectful discussions about human trafficking that recognize and value multiple perspectives.

Technology Requirements:

Due to COVID-19, this course is being offered via Zoom and Canvas. We will not have in-person contact. Access to high-speed internet is therefore crucial. The following link can offer you resources on free and discounted WIFI: <https://its.fsu.edu/article/free-and-discounted-wi-fi-options-available>. Please contact me or the University if you experience trouble with an internet connection. For questions about Canvas, you can contact FSU Canvas Support at canvas@fsu.edu or (850) 644-8004 (see support.canvas.fsu.edu).

Keys to Success:

Participation: Because the course is being offered synchronously, you are expected to join each class and take the exams during the scheduled times. To make this class a success for everyone, you are also expected to have read the assigned literature prior to each class, and be prepared to raise and answer questions about the assigned materials. Your questions are important: they might not only help you but other students as well. Students unable to join a live session with a valid reason (see below) can catch up on recorded class meetings afterwards. Guest lectures, discussions, and group work will not be recorded due to privacy concerns.

Attending class is important for several reasons. First and foremost, participation is an essential part of the educational process. Class meetings offer you a way to process the course materials and allow you to contribute to evaluating these materials by raising questions and sharing your ideas. Second, I will hold you accountable for attending lectures via exams and other assessments that will also include information presented during a lecture. Third, it is a meaningful and enriching way to interact with your peers through in-class exercises. Fourth, when it comes to my knowledge that you are missing class for an extended period of time without notice or approved reason, consequences such as a grade deduction may follow. If I suspect that a large portion of students are not actively participating, I reserve the right to institute in-class "pop" quizzes that can account for up to 10% of the final course grade (with all other course requirements being proportionally reduced) or I might decide to no longer record the Zoom lectures.

Mid-Term Exams and Final Exam: Two midterm exams (weighted 20% each) will help assess your knowledge gained through the weekly readings. These exams are scheduled during dedicated class times, include multiple-choice and few open text questions, and will cover *all materials prior to the class* the exam is scheduled for. You should give yourself enough time to study for an exam. A few days in advance does *not* give you enough time to understand and apply the materials beyond a mere memorization of facts and definitions. Instead, you are encouraged to actively engage with the course materials by reading the literature, joining the class meetings, making notes, and raising questions throughout the course. This will make the process of studying for an exam easier and allows you to think critically about the materials, for example by connecting the literature discussed in one session to that discussed in a different session. At several points in the course, I will administer short practice quizzes. These will not be graded and have the sole purpose to provide you with some practice and familiarity with the format of exams.

Critical Engagement exercises: Four critical engagement exercises are due during the course. Three exercises are individual writing assessments (between 400 and 600 words), which have the purpose to provide you with an opportunity to critically engage with the reading materials. One exercise involves group work because real-world applications often involve collaborative efforts. Grading will primarily focus on the extent to which you use the course materials to critically argue both for and against perspectives, methods, or policies. Below are preliminary descriptions, more details will be provided through Canvas.

1. *Individual Writing Exercise: Regional Patterns (5%)*

Analyze one of Shelley's Regional Chapters and elaborate on 1) the perspectives through which Shelley discusses human trafficking in this region; 2) the causes and consequences of human

trafficking according to the chapter; and 3) potential unmentioned causes and consequences in this region.

2. *Individual Writing Exercise: Critical Film Review (5%)*
Watch one of the documentaries on the human trafficking film list that will be provided and link the portrayal of human trafficking in this documentary to the literature discussed so far.
3. *Individual Writing Exercise: Critical Research Perspectives (5%)*
Identify an article of interest that uses qualitative or quantitative research to examine human trafficking (a list with studies will be provided). Summarize the study in a few sentences and identify critiques using the literature and our discussions on researching the nature and scale of human trafficking. Lastly, evaluate how the reviewed research includes a discussion on diversity (e.g. racial/ethnic, class, gender, sexual minorities).
4. *Group Writing Exercise: Finding research-informed solutions (15%)*
Part I (Group Component) - You will be assigned to a group that is tasked with creating a law or policy that tackles the problem of human trafficking. You will work with your assigned group in deciding whether or not your law or policy should cover human trafficking broadly, a particular type, or a particular region. A brief description will be submitted by the group according to a format that will be provided to you.
Part II (Group or Individual Component) – You will use the literature and our class discussions to support your policy solution with a proposal for a research study that meets at least one of the following purposes: 1) Inform where and for whom your policy should be implemented; 2) or evaluate the impact of your policy. You can opt in or opt out from group work for Part II and can choose to submit a word document, an infographic, or self-recorded video or audio. Everyone will submit a peer review to evaluate on the use and challenges of group work.

Grade Requirements:

<i>Requirement</i>	<i>Weight</i>
Four critical engagement exercises	300 points (30%)
Two midterms	400 points (40%)
Final exam	300 points (30%)
Total	1,000 points (100%)

Grading Scale:

A	100% to 93%	C	<77% to 73%
A-	<93% to 90%	C-	<73% to 70%
B+	<90% to 87%	D+	<70% to 67%
B	<87% to 83%	D	<67% to 63%
B-	<83% to 80%	D-	<63% to 60%
C+	<80% to 77%	F	<60% to 0%

Course Policies:

Respect for Diversity: We all benefit from a diverse living and learning environment where we are exposed to different backgrounds, beliefs, and perspectives. I seek to create an inclusive and safe learning environment that values each of your unique thoughts, perspectives, and experiences, and honors your identities (including race and ethnicity, gender, national origins, language, class, sexuality, religion, ability, etc.). This is particularly important in a course on human trafficking, which is a topic of global importance and evokes strong emotions, opinions and ideas. It is important to give everybody the space to talk and address our comments at the ideas and not the person. Human trafficking is also a topic that involves discussion of sensitive issues such as sexual assault and physical brutality, including torture. If at any time

you feel uncomfortable with the class discussion or material, please feel free to leave the (digital) room for the time you need and do not hesitate to contact me to further discuss your concerns.

Please also read the following:

- Disrespect, discrimination, and racism in any form will not be tolerated. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. Anonymous feedback is always an option too.
- If you have a name and/or set of pronouns that differ from those that appear in your official FSU records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please do not hesitate to reach out to me.
- To further support interaction and reflection in a digital teaching environment, I will administer three brief and anonymous evaluation surveys to hear your input about the course pace and topics. Your thoughts, experiences and perspectives are important. Please let me know about ways to improve the effectiveness of the course for you personally, and for other students.

Use of Canvas: The Canvas learning management system will be used for this course. Course materials can be accessed through Canvas and all exams and assignments should be uploaded to Canvas before the due date. As per university policy, I will upload grades through Canvas. I will also use Canvas to inform students about community-based human trafficking events, interesting documentaries (some of which we will see during class time), podcasts, and news items. These are mostly optional and will not be included on exams, with the exception of those covered or watched during class time. A discussion board for this course will be available on Canvas, which you can use to raise questions or discussion items. Occasionally, we will use anonymous discussion boards during class time (e.g. through Padlet.com).

Late and Missing Assignments: I must be notified in advance if you anticipate missing an exam or assignment for a valid reason. Documentation may be requested. Missing exams or assignments should be turned in at a later point in time to be agreed upon with your instructor. Late exams and assignments without prior consent result in a grade deduction (up to 5 points per day).

University Attendance Policy: When you expect to miss class, especially when you expect to miss multiple classes, you must contact me as soon as possible such that arrangements can be made. All circumstances will be evaluated on an individual basis. Examples of excused absences are documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>).

Students with Disabilities: Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative

format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
847 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Free Tutoring from FSU: On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options – see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Policy on Responding to Students: I will typically respond to emails within 24 to 48 hours. Graded assignments are typically returned within 2 weeks after the due date.

Syllabus Change Policy: Except for changes that substantially affect implementation of the evaluation(grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

CLASS THEMES AND SCHEDULE		
Introduction		
Module 1	What is Human Trafficking I	Readings
Tu 01/05	No Class	NA
Th 01/07	Class Introduction and Review of Syllabus	Shelley – Introduction (pp. 1-27); Patterson (2012, pp. 2-6 only)
Module 2	What is Human Trafficking II	
Tu 01/12	Contemporary Human Trafficking	Shelley – Chapters 1-2
Th 01/14	Exploring the Margins of Definitions	De Vries & Farrell (2019)
Block 1: Human Trafficking in Perspective		
Module 3	Perspectives	
Tu 01/19	Perspectives and Cases on Human Trafficking <i>Guest Lecture Prof. Terry Coonan – Executive Director of FSU’s Center for the Advancement of Human Rights</i>	Scan through Shelley - Chapter 8 (pp. 229 – 245)
CRITICAL ASSESSMENT #1 DUE		
Th 01/21	The Power of Framing	Farrell & Fahy (2009)
Module 4	Critical Perspectives	
Tu 01/26	Iconic Victim Narratives	Fehrenbacher et al. (2020)
Th 01/28	Racial and Ethnic Inequalities in Human Trafficking and Human Trafficking Responses	Bryant-Davis & Tummala-Narra (2017)
Module 5	New Perspectives	
Tu 02/02	Human Trafficking in the Supply Chain	De Vries (2019)
Th 02/04	Human Trafficking and Technology	Musto, Thakor & Gerasimov (2020)
CRITICAL ASSESSMENT #2 DUE		
Block 2: Researching Human Trafficking		
Module 6	Estimates	
Tu 02/09	Measuring the Unmeasurable?	Merry – Chapter 5
Th 02/11	FIRST EXAM	-
Module 7	Usual and Unusual Suspects	
Tu 02/16	Offending Behaviors and Responses	Denton (2016)
Th 02/18	Criminal Networks	Campana (2016)
Module 8	Survivor Experiences and Survivor Narratives	
Tu 02/23	Understanding Victimization (Qualitatively) <i>Guest Lecture Dr. Laura Murphy</i>	TBD
Th 02/25	Understanding Victimization (Quantitatively)	Zhang (2012)
Module 9	Critical Considerations	
Tu 03/02	Seductions of Quantification	Merry – Chapter 1 and 2
Th 03/04	Ethical Considerations	-
CRITICAL ASSESSMENT #3 DUE		
Block 3: Combating Human Trafficking		
Module 10	International Frameworks	
Tu 03/09	Introduction to the 4Ps: Protection, Prosecution, Prevention, and Partnerships <i>Guest Lecture Fabrizio Sarrica, Team Leader Human Trafficking UN Office on Drugs and Crime</i>	Statement on the 20 th anniversary of the UN Palermo Protocol
Th 03/11	SECOND EXAM	-
Module 11	Responding through the Criminal Justice System	
Tu 03/16	Monitoring Progress	Merry – Chapter 6

		*** Time in class to meet with group	
Th	03/18	The Criminal Justice System Response and Its Limits CRITICAL ASSESSMENT # 4 - PART I DUE	Farrell et al. (2019)
Module 12 Responses beyond the Criminal Justice System I			
Tu	03/23	Efforts to Identify Victims	Reid et al. (2018)
Th	03/25	Responding to the Needs of Survivors	Dell et al. (2019)
Module 13 Responses beyond the Criminal Justice System II			
Tu	03/30	Market-Based and Community Responses	Sharapov (2019)
Th	04/01	Financial Responses	TBD
Conclusion			
Module 14 Review Week			
Tu	04/06	Conclusions from the Readings	Shelley – Conclusion Merry – Conclusion
Th	04/08	CRITICAL ASSESSMENT # 4 - PART II DUE	
Module 15 Student Input Week			
Tu	04/13	Review; Student Vote for Topic and Literature	TBD
Th	04/15	Review; Student Vote for Topic and Literature	TBD
Module 16 Final Exam Week			
Th	04/22	FINAL EXAM 7.30 – 9.30 AM	

Reading List Overview

- Bryant-Davis, T. & Tummala-Narra, P. (2017). Cultural Oppression and Human Trafficking: Exploring the Role of Racism and Ethnic Bias. *Women & Therapy* 40 (1-20): 15-169.
- Campana, P. (2016). The structure of human trafficking: Lifting the bonnet on a Nigerian transnational network. *The British Journal of Criminology* 56(1): 68-86.
- Cannon, A. C., Arcara, J., Graham, L. M., & Macy, R. J. (2016). Trafficking and health: A systematic review of research methods. *Trauma, Violence & Abuse* 19(2): 159-175.
- De Vries, I., & Farrell, A. (2019). Sex work. *The Encyclopedia of Women and Crime*: 1-8.
- De Vries, I. (2019). Connected to crime: an exploration of the nesting of labour trafficking and exploitation in legitimate markets. *The British Journal of Criminology* 59(1): 209-230.
- Dell, N. A., Maynard, B. R., Born, K. R., Wagner, E., Atkins, B., & House, W. (2019). Helping survivors of human trafficking: A systematic review of exit and postexit interventions. *Trauma, Violence, & Abuse* 20: 183-196.
- Denton, E. (2016). Anatomy of offending: Human trafficking in the United States, 2006–2011. *Journal of Human Trafficking* 2(1): 32-62.
- Farrell, A. and Fahy, S. (2009). The problem of human trafficking in the US: Public frames and policy responses. *Journal of Criminal Justice* 37(6): 617-626.
- Farrell, A., Dank, M., de Vries, I., Kafafian, M., Hughes, A., & Lockwood, S. (2019). Failing victims? Challenges of the police response to human trafficking. *Criminology & Public Policy* 18(3): 649-673.
- Fehrenbacher, A., Musto, J., Hoefinger, h., Maciotti, N.M., Giametta, C. & Bennacchie, C. (2020). Transgender people and human trafficking: Intersectional exclusion of transgender migrants and people of color from anti-trafficking protection in the United States. *Journal of Human Trafficking* 6(2): 182-194.
- Musto, J., Thakor, M., & Gerasimov, B. (2020). Between Hope and Hype: Critical evaluations of technology's role in anti-trafficking. *Anti-trafficking review* (14): 1-14.
- Patterson, O. (2012). Trafficking, Gender & Slavery: Past and Present. In: J. Allain (Ed). *The Legal Understanding of Slavery: From the Historical to the contemporary* (pp. 322-359). Oxford: Oxford University Press.
- Reid, J. A., Baglivio, M. T., Piquero, A. R., Greenwald, M. A., & Epps, N. (2018). No youth left behind to human trafficking: Exploring profiles of risk. *American Journal of Orthopsychiatry* 89(6): 704-715.
- Sharapov, K. (2019). Public understanding of trafficking in human beings in Great Britain, Hungary and Ukraine. *Anti-Trafficking Review* 13: 30-49.
- Zhang, S. X. (2012). Measuring labor trafficking: A research note. *Crime, Law and Social Change* 58(4): 469-482.