College of Emergency Preparedness, Homeland Security and Cybersecurity

*Human Trafficking*

*Syllabus / Study Guide*

CEHC 321

Fall 2016

Tuesdays and Thursdays, 1:15 – 2:35
Business Administration 223

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Office Hours (Humanities B-16): Mondays and Wednesdays, 3:30 – 5:15
Tuesdays, 11:00 – 1:00

**Course Overview**

“There’s a business. The only thing that changes is the merchandise.”
Teresa Mendoza, a leading character in “Queen of the South”

This interdisciplinary course will explore the historical, legal, economic, political, and psychological dimensions of human trafficking. The course will also consider human trafficking as a homeland security issue with important implications for border security and public corruption. The course has seven components:

**The Laws and Cultural Context of Human Trafficking**

We will first seek to obtain a fundamental understanding of trafficking by looking at common definitions as well as the international, national, and State laws that prohibit it. We will also consider the larger historical/cultural context in which trafficking is conducted, facilitated, and sometimes even condoned. Throughout these discussions, students will be asked to confront a variety of troubling ethical issues such as the level of responsibility, if any, that each of us incurs when we purchase products that may have been made by trafficked workers.

**Policy Analysis**

The second part of the course will explore key aspects of policy analysis and some of the major methodological issues that complicate the study and measurement of human trafficking. A strong foundation in these areas will be critical to understanding many of the complex issues that the course will examine. Students will also need to know this material in order to participate effectively in classroom debates and to prepare their written assignments.

**Types of Trafficking**

The third part of the course takes an in-depth look at the four types of trafficking that are identified in the United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons: Slavery, forced labor, organ removal, and sex trafficking. Some nations define human trafficking more broadly and include activities such as kidnapping children to serve as soldiers, selling babies, forcing children to beg, and surrogate parenting or what is sometimes referred to as “contract pregnancy”. Arranged/coerced marriages, especially those involving very young girls, is also considered to be a form of trafficking in some countries even though the practice is both common and accepted elsewhere.

**The Business of Trafficking**

Part 4 looks at the business of human trafficking and the way in which each type is conducted. We will begin by considering the nature of transnational organized crime, the roles of key players and middlemen, and the various business models that traffickers use to maximize their profits. Other topics will include the process by which victims are recruited, the ways that traffickers control their victims, and the types of people who sell others for profit.
Victims

The next module explores the impact that trafficking has on the people who are victimized. Our analysis will consider and the personal and social consequences of trafficking (violence, health, post-traumatic stress disorder, etc.), the ways that trafficking affects children, and the strategies that victims adopt in order to survive. We will also assess a variety of efforts that are being made to help trafficked victims. Our study will include an in-depth look at the experience of a woman who was trafficked in Europe as a youth but who subsequently became a national leader in the anti-trafficking movement.

Regional Differences

The sixth component of our inquiry focuses on the significant regional differences that characterize trafficking in different parts of the world and the reasons why these practices developed in the ways that they did. One class will focus entirely on the United States in order to dispel a common misconception that trafficking is exclusively a third-world problem.

Strategies for Eradicating Human Trafficking

The course will conclude by considering a wide range of efforts that are currently being made to eradicate human trafficking. As part of this discussion, students will be asked to identify and prioritize the specific initiatives that they believe are most worth pursuing. Those who wish to work toward the reduction of human trafficking will learn about a wide range of opportunities for local community engagement.

Content Advisory

Students are advised that the content of this course may not be appropriate for everyone. Topics that will be discussed include sexual assault, violence against children, and degrading tactics that traffickers use to intimidate and control victims. In addition, disturbing videos will be used to illustrate certain practices that cannot be adequately described with lectures and PowerPoint slides.

Students who become uncomfortable with particular modules can speak privately with the instructor at any time. Those who prefer to speak with someone else may want to consider contacting the University’s Counseling and Psychological Services Center (www.albany.edu/counseling_center/services.shtml).

Course Learning Objectives

By the conclusion of this course, students will be able to:

1. Define human trafficking, describe the methodological challenges associated with studying and measuring trafficking, and cite the best available estimates regarding the magnitude of this practice;
2. Explain and critique international, national, and New York State laws that prohibit human trafficking;
3. Describe the major types of trafficking;
4. Identify the six major business models that criminals use to conduct human trafficking as well as the ways and extent to which trafficking supports the global economy;
5. Illustrate the ways that traffickers select, control, and sell their victims;
6. Discuss the physical and psychological impact that trafficking has on victims and their families;
7. Describe the ways that trafficking is done within the United States and throughout the world; and
8. Assess the strengths and limitations of several strategies that the Government, private companies, and non-governmental organizations have implemented to help victims and fight human trafficking.
**Required Texts**


Several journal articles and government reports have also been assigned. Documents and websites cited below with a URL can be viewed online. Other readings are available on the course website.

**Recommended Reading**

Articles that appear under the heading of “Recommended Reading” are not required and have only been included to assist those who may want to learn more about a specific aspect of human trafficking. Students who choose to do these readings are encouraged to share a brief synopsis in class so that their extra effort can be considered when assigning bonus points for active participation.

**Classroom Decorum**

All students should come to class prepared to discuss the assigned readings and to give the instructor their full attention. Phones should be turned off. Those who text or use the Internet may be asked to leave.

**Grades**

*Tests and papers*

- **Exams (60%)**
  A mid-term and final exam will each be worth 30% of the course grade.

  Students who need special testing accommodations should advise the instructor at the beginning of the semester. Appropriate arrangements will be made in accordance with University policy.

  Makeup exams will only be scheduled when a student misses a test due to an athletic commitment approved by the university or an unavoidable emergency such as a death in the student’s immediate family. *Students requesting a makeup exam must notify the instructor in advance and provide appropriate written documentation.*

- **A policy-oriented research paper (30%)**
  Potential topics include but are not limited to:
  - *Legal/political issues* (criminal, immigration, and asylum questions; emerging federal, state, and international laws and penalties; protocols; and protocol compliance);
  - *Anti-trafficking initiatives* (improving awareness, victim programs and services, and strategies that the United States uses to motivate other countries); and
  - *The justice system* (investigation and prosecution practices, charges and penalties, and the identification/processing of victims).

  Students who choose to write about an issue that is especially relevant for trafficking in New York State will receive 5 bonus points. The paper should be at least three but no more than five pages, double-spaced. The paper is due November 8.

- **A paper outlining the student’s best recommendations (10%)**
  A two-page paper (double-spaced) should identify, briefly explain, and justify what the student considers to be the three most important initiatives that governments, non-governmental
organizations, the private sector, or individuals can take to mitigate some aspect of human trafficking. Recommendations must be realistic and consistent with the current political climate. The second paper is due November 29.

Papers must be submitted online by noon on the specified due date. Students are advised that the content will be checked for plagiarism with SafeAssign software. A hard copy must also be submitted in class.

Late submissions will be penalized at a rate of 5 points per day. Students are urged to complete their papers well in advance in order to avoid last minute computer glitches, illness, or other unexpected problems. Papers will not be accepted more than one week past the due date.

Appeals

Students may request that their grade for a particular test or paper be reviewed if they contact the instructor no more than one week from the date on which the test or paper in question was returned.

All such requests must be made in a constructive way that specifically identifies the reasons why additional points seem warranted. Generic appeals (“I think I deserve more points”) do not provide an adequate basis for review and are unlikely to be successful. Requests should be submitted in the form of brief written bullet points in order to better focus the review and ensure that the student’s concerns are fully addressed. Reviews can result in a grade that is lower than, higher than, or the same as the one that was initially given.

Extra credit

Students have several opportunities to earn extra credit in addition to the bonuses that they can receive for sharing their thoughts about the recommended readings and for writing a policy paper that impacts New York State. All such options are being offered to reward those students who are motivated to exceed expectations. It is also hoped that these opportunities will maximize student involvement in class discussions throughout the semester.

Class participation

Students who consistently make exceptional contributions to the class will receive a half-letter bonus in their overall course grade (e.g., their grade could be raised from a B to a B+ or from a B+ to an A). In order to be considered for this bonus, students must:

- Proactively raise questions and offer frequent comments in ways that link assigned readings with current events, prior class discussions, and other relevant sources; and

- Justify their positions on controversial issues by demonstrating that their opinions are consistent with available research and constitute an informed basis for policy development. Unsupported generalizations such as “I agree” and “That’s really terrible” do not facilitate meaningful discussions and should be kept to a minimum.

Presenting a case study

The third opportunity to earn extra credit is related to the fact that the course will feature several case studies to illustrate some of the specific ways in which human trafficking is done. The topic and approximate date on which each will be presented is noted below.

Students who wish to do so can volunteer individually or with a partner to present one of the case studies. Alternatively, those who are interested can suggest another type of case study that they would rather present in order to illustrate a particular theme. A class member may, for example, prefer to talk about the
ways that human trafficking supports agriculture or ethnic restaurants in New York State rather than nail salons as indicated in the syllabus.

The presentation should last at least 15 minutes and be structured in a way that allows time for both questions and a class discussion of key issues. PowerPoint slides and handouts are encouraged but not required. Extra credit will be awarded in accordance with the amount of effort that the student(s) make to research, prepare, and present their study. The very best projects could improve the final course grade by a full letter (e.g., from a B to an A).

Those wishing to present a case study should notify the instructor at least three weeks in advance. Permission to claim a particular topic will be given to the first person or team that requests it.

*Presenting a summary of the first research paper*

Students who submit the best policy-oriented research papers will be asked to share their findings with the class. Extra credit will be awarded in accordance with the overall quality of the presentation and the amount of effort made to prepare for it.

**Class Structure and Attendance**

Students will be expected to take the lead in discussing many of the topics that are listed below. They will also be expected to participate in two debates and to share their research findings. The course is not designed for students who prefer a more passive role taking notes and memorizing facts for exams.

Copies of the instructor’s PowerPoint slides are available on the course website. Students are advised, however, that many classes will feature films, case studies, student-led debates, and other activities rather than traditional lectures that have a supporting set of slides. In addition, everything that is discussed or otherwise referenced during class may serve as the basis for questions on the mid-term and final exams. While attendance is not required, those who are not present and actively participating on a regular basis are unlikely to do well on the tests. *Students who miss class will be responsible for getting the notes from another student and should not expect the instructor to provide a personal review of the material that was covered.*

**Academic Honesty**

Students are strongly encouraged to complete the brief tutorial that the UAlbany Library has prepared on the topic of plagiarism ([http://library.albany.edu/infolit/plagiarism1](http://library.albany.edu/infolit/plagiarism1)). Students who cheat or who include plagiarized material in their papers will receive a failing grade for the exam or assignment in question. In addition, a Violation of Academic Integrity Report will be submitted to the University for review and the possible imposition of additional penalties.

**Schedule**

The following section establishes the sequence in which specific course topics will be addressed. The topic(s) listed for a particular date are subject to change, however, and will vary depending upon the rate at which each module is completed. Students are encouraged to read ahead.
Part 1: Introduction to Human Trafficking

August 30  Course overview and initial thoughts about human trafficking

Setting the tone for what’s to come: “Caged Until Broken”.

September 1  Human trafficking: Images of victims and traffickers from around the world

The second class will feature a presentation and discussion of “Not My Life”. This award winning film took four years to complete and documents several types of human trafficking in 13 countries across five continents.

Reading Assignment:
- Shelley, Introduction (pp. 1-22).

Recommended Reading:
- Shelley, pp. 23–33. This section describes the organization of the book and the author’s experience conducting human trafficking research.

September 6  Introduction and the cultural context of human trafficking: A conversation about the perceived value of women and wealth as illustrated by our music, films, language, and customs

Reading Assignment:
- Lloyd, pp. 87-91.

Ethical Questions and Shades of Gray:
- Does common decency require that we make a good-faith effort to determine if the products and services we use are the products of exploited labor? If so, how could we find out?
- What moral obligation, if any, do parents with limited resources have when the most affordable clothing for their children may have been made by laborers who are paid almost nothing and are not free to leave their place of work?
- How many slaves work for you to support your lifestyle choices? Do the math!

Case study: Pornography is a multi-billion dollar business that is bigger than the NFL, the NBA, and Major League Baseball combined. Some experts estimate that pornography accounts for 12% of the world’s websites and generates 30% of all web traffic. In what ways might the sex industry in general and pornography in particular help to create an environment that minimizes the harm of human trafficking?

Class Debate #1:
Proposition: Brutal pornography should be banned in order to reduce social messages that condone violence against women and to foster a social environment that is less conducive to human trafficking.
September 8  What constitutes “human trafficking”? International law and efforts to promote global compliance

Reading Assignments:
    (Read pp. 7-19 and be familiar with the remaining content. This report is the most widely cited source that assesses and rates each country’s anti-trafficking activities.)

  • Assessing the Protocol 15 years after passage
    o The Protocol was and remains an impressive achievement.

    o The Protocol has been helpful, but significant limitations adversely impact both enforcement and victim assistance.

    o The Protocol focuses on the wrong issues and priorities.

Case study: The United Nations adopted the Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children in 2000. Why did it take so long for the UN to act? What factors led to the adoption of this agreement and the way in which it was framed? What are the major strengths and limitations of the Protocol?

September 13  Federal and State anti-trafficking laws

Case study: What role did politics and special interests play in shaping the Victims of Trafficking and Violence Protection Act of 2000? Do you think that the Act is sufficient as written? In what ways would you recommend that Congress amend the Act?

September 15  Factors that facilitate human trafficking

Shelley argues that human trafficking “is a defining problem of the twenty-first century. It will reshape the world’s population and the quality of life and governance worldwide.” (p. 58) Do you agree? What are some of the likely outcomes if Shelley is correct?

Reading Assignment:
  • Shelley, Chapter 1 (pp. 37-58).
Part 2: Applied Policy Analysis

September 20  Lies, damn lies, and statistics

This module will identify some of the many challenges that are associated with doing policy-oriented research in general and the problems that they pose for the study of human trafficking in particular.

Reading Assignments:


Problems in applied policy analysis:

- The assigned articles raise serious doubts about the quality of available human trafficking data. If this skepticism is warranted, to what extent can we have confidence in reports such as the one that the U.S. Department of Justice published in 2016 regarding “Characteristics of Suspected Human Trafficking Incidents”? What are the potential implications if the reported data are inaccurate?
- Given the secretive nature of human trafficking, are there any ways in which we can collect valid data?
- How can we develop meaningful policies and justify the expense of implementing them when we don’t even know the extent of the problem we are trying to address?
- On what basis should we prioritize competing funding requests for potential anti-trafficking activities?
Part 3: Major Types of Human Trafficking

September 22  Slavery

Reading Assignment:

These articles collectively encompass 40 pages of text. A copy is available on the course web site. Those who visit the AP website will be able to see several photographs and videos that accompanied the series.

Case study: The Associated Press won the Pulitzer Prize for public service in 2016 for its report on the way that the fishing industry uses slave labor to put seafood in American kitchens and restaurants. Do you think that this exposure will fix the problem? If not, how might the ongoing use of slaves on fishing boats influence your dining habits? What should we eat if the available evidence demonstrates that working conditions on farms and in animal slaughter houses are also frequently deplorable?

Recommended Reading:
- Yessa, A. (2006). Amazing grace: A slave owner’s awakening in Mauritania. In J. Sage, & L. Kasten (Eds.), Enslaved (pp. 177-205). New York: Macmillan. (This article is available on the course website.)

September 27  Forced labor

Assignment and case study:
This class will include a film and case study about the way that workers in Bangladesh are being forced to make clothing for western markets. Several organizations such as “Fashioned for Freedom” are working to limit the most serious human rights abuses there, but much remains to be done. Students should research and be prepared to discuss at least one other program, person, or initiative trying to help exploited workers in the fashion industry somewhere in the world.

September 29  Organ removal and sale

Reading Assignments:
- U.N. Office on Drugs and Crimes. (2008, February 13-15). Human trafficking for the removal of organs and body parts. The Vienna Forum to Fight Human Trafficking, Vienna, Austria. Retrieved from https://www.unodc.org/documents/human-trafficking/2008/BP011Human TraffickingfortheRemovalofOrgans.pdf (Students should be prepared to answer the discussion questions that are included at the conclusion of each section.)

Case study: Organ trafficking in Bangladesh
October 4  

Sex trafficking

This class will focus on the ways in which human trafficking supports the sex industry generally. Differences in the specific ways that sex trafficking is conducted in various parts of the world will be discussed in another part of the course.

Recommended Reading:

- The article cited below provides a comprehensive overview of the way in which sex trafficking is done in Louisiana. The link also features several brief videos.
  

October 6  

The pros and cons of legalized prostitution and its potential impact on trafficking

Legalized prostitution in parts of Europe, Nevada, and elsewhere is sometimes cited to illustrate the voluntary nature of at least some sex work. The International Union of Sex Workers indignantly insists that its members do not want to be “rescued” and some observers question whether a prostitute who claims to love her pimp should even be viewed as a victim.

*The New York Times* recently posed a somewhat broader question for debate: “Is legalized prostitution safer?” The Times then published brief arguments from eight people, one of whom was Rachel Lloyd, the author of *Girls Like Us*. The Times also published several comments that were subsequently submitted by readers who agreed or disagreed with the authors’ opinions. Students are expected to read all of the articles and comments.

The authors collectively offered three competing policy recommendations:

- Prostitution should remain illegal;
- Prostitution should be legalized; and
- Only those who patronize a prostitute should be arrested.

Each student will be assigned to a group that will argue in favor of one of these positions. Following that portion of the debate, students will be free to argue the merits of legalization in the way that corresponds with their personal views. Fair Trade chocolate will be awarded to the best prepared and most effective advocates.

Reading Assignment:


Recommended Reading:


Class Debate #2:

*Proposition*: Prostitution should be legalized and regulated in order to protect the health and safety of sex workers.
October 11  **Human trafficking as transnational organized crime**

This class will look at human trafficking as a commercial enterprise. Students should be prepared to discuss the strategies that traffickers use to recruit, transport, and control their victims. In what ways do traffickers and perpetrators of domestic violence employ similar tactics to control and intimidate their victims?

**Reading Assignments:**
- Shelley, Chapter 3 (pp. 83-111)
- Barasch, A., & Kryszko, B. (2011). The nexus between domestic violence and trafficking for commercial sexual exploitation. In J. Goodman & D. Leidholdt. (Eds.), *Lawyer’s manual on human trafficking* (pp. 83-90). New York: Supreme Court of the State of New York, Appellate Division, First Department, New York State Judicial Committee on Women in the Courts. (This article is available on the course web site.)

October 13  **The business of human trafficking**

An African proverb asserts that “It takes a village to raise a child.” Those who traffick human beings also need a village (or at least a network of accomplices) to perform the many criminal and noncriminal tasks that support their operations. Students should be prepared to describe, compare, and contrast the six different business models that traffickers use. In what ways do legal businesses knowingly or unknowingly facilitate the success of each model? In what ways can human trafficking be fought from a purely business perspective? Stated differently, what strategies would be most effective in reducing supply, demand, and profits? How can we best increase the costs and risks associated with trafficking?

**Reading Assignment:**
- Shelley, Chapter 4 (pp. 112-140)

**Case study:** Inside the world of traffickers: From theory to counting profits. This study will take a close look at the organization and operation of the Carreto Family sex trafficking ring, a criminal enterprise that was managed by a woman in cooperation with her sons, friends, and relatives. The study will include a brief film about their base of operation in Tenancingo, Mexico, a community that has become known as “el Pueblo de Padrotes” (Pimp Town).

“They don’t care about destroying people’s lives because what they want is money. What they want is to dominate the world by having a lot of women to themselves. They feel like gods before a woman who has no defenses because she’s been beaten, and they totally mistreat them horribly.”

A victim of the Carreto Family

October 18  **Mid-Term Exam**
Part 5: The Impact of Human Trafficking

October 20  The diverse consequences of human trafficking on victims and their families

Shelly argues that the costs of human trafficking transcend the experience of the individual victim in ways that are also felt at the community, national, regional, and global level within source, transit, and host countries. In what ways might this be true? In what ways does trafficking ultimately impact each of us?

Reading Assignment:
- Shelley, Chapter 2 (pp. 59-82)

October 25  Children as victims of trafficking

Several course modules include illustrations of child exploitation. This class will offer additional examples such as the practice of maiming children in India to make them more effective beggars and the use of girls in the carpet industry of Nepal until they turn 12 and are old enough to be sold to a brothel. More generally, however, this module will seek to put the trafficking of children in a broad historical and cultural context. We will also consider the lifelong impact that trafficking can have on children even if they are eventually rescued.

Reading Assignment:
- Giron, G. (2010). Underexposed child sex tourism industry in Guatemala. In L. Territo & G. Kirkham. (Eds.), *International Sex Trafficking of Women & Children* (pp. 445-455). New York: Looseleaf Law Publications. (This article is available on the course web site.)

Assignment:
Students are encouraged to spend some time prior to class thinking about their own childhood and about the very real possibility that they might have been trafficked if they had grown up under different circumstances.

Case Study:
- Trafficking children from China to the United States to work illegally
October 27  What it’s like to be trafficked: The Rachel Lloyd Story

Each person will have been assigned to a team that is responsible for leading the discussion of a particular section of this book. In addition, students are encouraged to come to class with questions, comments, and insights about any aspect of the book that interests them in order to help guide the conversation.

Reading Assignment:
- Lloyd, *Girls Like Us*  
  (Reading this book will require much less time than a traditional academic text of comparable length. Students should focus primarily on broad themes that impact human trafficking as a whole, significant milestones that shaped the author’s life, and “lessons learned” that can be applied to guide policy and program development.

November 1  The challenge of helping and reintegrating trafficking victims

Victims of human trafficking suffer unimaginable levels of physical and emotional trauma that can last a lifetime. When they are no longer able to generate sufficient profit for their traffickers, many victims are abandoned in a foreign country where they are living illegally, do not know the language, and have no identification papers. In addition, victims who are trafficked for sexual purposes but somehow manage to return home often find that they are shunned by relatives and neighbors who see them as whores who have disgraced their families. With no money, job skills or social support, these individuals quickly fall into a category of people who are at high risk of being re-trafficked. This module will explore the many challenges that former victims face and the strategies that are being used to assist them. We will also explore some of the unintended and often undesirable consequences of police raids that have been conducted in India to rescue trafficked victims.

Reading Assignments:

The Action Plan establishes core values, goals, objectives, and associated action items for a variety of federal agencies. Students are required to read pp. 1-10 and have a broad working knowledge of the plan’s overall intent and structure.

Case study: Assisting trafficked victims from Moldova
Part 6: Regional Differences in World Human Trafficking Practices

November 3  Asia

The majority of the world’s human trafficking victims live or originate in Asia. As part of her discussion, Shelley describes a case in which a Cambodian female trafficker “poked out an eye of a young girl who would not have sex immediately after a painful abortion. Torture chambers housed underneath the brothels were used by the madams to keep the girls smiling for customers.” (p. 159) From the perspective of the madam, this level of cruelty may be necessary to maintain control over uncooperative women who are being forced to work as prostitutes against their will. Do you think that a better explanation for such violence might be rooted in the psychology of the individual traffickers? Are there cultural/historical factors in Asia that are also relevant?

Reading Assignment:
- Shelley, Chapter 5 (pp. 141-173)

Case study: The Virginity Trade: Selling sex in Cambodia

November 8  Latin America and Africa

Research Papers are due.

Latin America and Africa are among the poorest regions in the world. All forms of trafficking exist on these continents, but the profits from trading in people tend to be fairly low because human life has such little value there.

Given the many other problems that these nations face and the civil unrest that is especially common in Africa, how much attention can/should African officials give to the issue of human trafficking?

In Latin America, infant trafficking for sexual exploitation has been identified in Mexico, the border region between Panama and Costa Rica, and South America. “A number of families rent six-month old babies to perform oral sex on foreign tourists. The families don’t feed them for two or three days so they suck with more force…A few weeks ago, two bars were closed in Mexico City that offered oral sex with babies.” (Shelley, p. 279) What can the United States do to encourage the prosecution of customers who use babies for sexual purposes and the traffickers who make this type of encounter possible? What kind of punishment is appropriate for the families who provide the infants but are desperately poor and live in areas with no meaningful social services?

Reading Assignments:
- Shelley, Chapter 9 (pp. 265-294).

The URL will first take you to a very brief PowerPoint video. You can then click on Paper1 to get a PDF of the article. The video and paper were completed as a requirement for a course that the second author, Dr. Fagan, taught at Rutgers University. The paper is being assigned in part to illustrate the way in which academic research can provide the basis for developing specific policy recommendations. The paper is also being assigned to show how the student used her findings to develop a personal action plan that included contacting several chocolate manufacturers and doing community outreach in the Ivory Coast.
Case study: Everything you didn’t want to know about chocolate: The use of children and exploited labor in West Africa to grow the world’s cocoa.

Recommended Reading:

November 10  The United States (with a special focus on New York)

Human trafficking is a significant problem throughout the United States despite our wealth, legal resources, and professed commitment to high moral standards. This module will explore the factors that facilitate trafficking in the United States as a whole as well as the ways in which trafficking tends to vary within different regions of the country.

Reading Assignments:
- Shelley, Chapter 8 (pp. 229-264)

Students do not need to memorize the cases that are cited in the next two reading assignments. They should, however, be familiar with the overall content and be prepared to discuss those cases that they feel are especially noteworthy.

Recommended Reading:

Case study:
- Coerced labor in the operation of New York State nail salons
November 15  Europe

European countries enslaved indigenous peoples throughout the world for hundreds of years during the colonial era. Western nations no longer support slavery, but economic and demographic factors now promote an implicit tolerance for traffickers who import indentured people to meet Europe’s labor needs and satisfy their sexual markets. What could the European Union do differently if it were fully committed to the task of fighting human trafficking? Is it really in Europe’s interest to do so if the loss of cheap labor jeopardizes future economic progress?

Reading Assignment:
- Shelley, Chapter 7 (pp. 201-228)

Case study: “When the Moon is Dark” - Trafficking Nigerian women for the Danish sex trade

November 17  Eurasia and Eastern Europe

The dissolution of the Soviet Union into 15 independent republics in 1991 is often cited as being one of the major reasons for the recent growth of human trafficking. In less than a decade, the former Soviet states were transformed from being places with limited labor exploitation to being worldwide symbols of trafficking women. What are the specific dynamics that facilitated this transformation? How have the traffickers taken advantage of the political situation in Eastern Europe and the adjoining areas?

We will be privileged to hear from a guest speaker who grew up in Lithuania and has addressed the Lithuanian Parliament about the problem of human trafficking. Students are encouraged to come with specific questions so that they can take full advantage of this rare opportunity to interact with such a knowledgeable native of Eastern Europe.

Guest Speaker: Ausra Park, Ph.D.

Reading Assignments:
- Shelley, Chapter 6 (pp. 174-201)

Recommended Reading:

Part 7: The War on Human Trafficking

November 22  Presentations of student policy analysis research

The final part of the course focuses on possible solutions to the many complex problems that have their roots in human trafficking. To put these solutions in context, it will be both appropriate and interesting to hear about the policies that the members of this class chose to write about in their first research paper.

The instructor will select the presenters based on the overall quality of their analysis, originality, and the extent to which the recommendations might be considered controversial or thought provoking. The instructor will also make the selections in a way that allows the class to discuss a broad range of topics.
The students who are chosen will be notified in advance. Presenters are asked to prepare a concise and well organized five to eight-minute summary that includes a clear problem statement, major findings, and recommendations.

**November 24**
*No class – Thanksgiving*

**November 29**
*Agents of change: Private companies and non-governmental organizations*

*Second paper is due.*

This class will offer a brief overview of the efforts that private companies and selected non-governmental organizations are making to fight human trafficking.

**Reading Assignments:**


- ECPAT (End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes) is a global network of non-governmental organizations that is dedicated to ending the commercial sexual exploitation of children. The ECPAT network consists of a Secretariat and 80 member organizations in 74 countries. *Students are assigned the task of reviewing the websites of ECPAT* ([http://www.ecpat.net](http://www.ecpat.net)) *and ECPAT-USA* ([http://www.ecpatusa.org/home](http://www.ecpatusa.org/home)). *Students will be expected to discuss the strengths and weaknesses of both groups during class.*

**Case studies:**

- “Patagonia (an American company that focuses on high-end outdoor clothing) tried to stop human trafficking in its supply chain, but as recently as 2011, internal audits found continuing abuses. Is the problem too massive for companies to solve?” (White, 2015)

- ECPAT

**December 1**
*Efforts of the federal government to fight human trafficking*

This class will provide important insights about actions that the federal government in general and the FBI in particular are doing to investigate human trafficking and assist trafficked victims.

**Reading Assignment:**

- “The Blue Campaign is the unified voice for the U.S. Department of Homeland Security’s efforts to combat human trafficking. Working in collaboration with law enforcement, government, non-governmental, and private organizations, the Blue Campaign strives to protect the basic right of freedom and to bring those who exploit human lives to justice.” *Students should be prepared to discuss both the campaign and its website* ([http://www.dhs.gov/blue-campaign](http://www.dhs.gov/blue-campaign)). *Students are additionally expected to consult one other source to assess the value of this campaign.*
Guest Speaker: We are very fortunate to have FBI Special Agent David Fallon available to make a presentation. SA Fallon has more than 25 years of experience with the Bureau and has done extensive work on juvenile sex trafficking cases. In 2014, The National Center for Missing and Exploited Children awarded SA Fallon the prestigious John Walsh Award for outstanding service fighting crimes against children.

Students will be expected to have formulated meaningful questions prior to class in order to ensure that we make the best possible use of our speaker’s expertise.

**December 6  Student Recommendations**

The instructions for the second research paper are to “identify, briefly explain, and justify what the student considers to be the three most important initiatives that governments, non-governmental organizations, the private sector, or individuals can take to mitigate some aspect of human trafficking.” Students will discuss their papers during this module.

**December 8  Conclusion and Next Steps**

The first part of our final class will feature the concluding thoughts of both the instructor and the students.

> “You may choose to look away, but you can never again say you didn’t know.”
> William Wilberforce
> (Wilberforce was a leader of the English movement to abolish the slave trade.)

The second part of the class will identify specific and meaningful steps that students can take if they wish to join the fight against human trafficking.

> “We are too young to realize that certain things are impossible... So we will do them anyway.”
> William Wilberforce

**Reading Assignment:**
Shelley, Conclusion (pp. 295-324)

**Discussion Topic:**
- How would we know if the workers in an ethnic restaurant that we patronize are being held against their will?

**Points to ponder after the class concludes:** The Starfish Problem, the Butterfly Effect, and opportunities for community engagement in Albany

**December 16  Final Exam**
10:30 – 12:30, Business Building 141

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