DESCRIPTION

Human Trafficking, sometimes know as “Modern Slavery,” a global problem that ensnares millions of men, women, and children each year. Some estimates indicate that despite laws declaring trafficking illegal, the illicit practice currently victimizes more individuals than the height of the African Slave Trade. While policy to enhance anti-trafficking efforts and to improve victim protections has rapidly been approved, there are still questions about successful implementation of those policies and important questions about elite influence in the development of equitable policies. From a policy perspective, human trafficking is difficult to address because the entire practice is illicit, and as a result, hidden. Further, trafficking often victimizes individuals who are already vulnerable due to poverty, immigration status, youth, domestic abuse, and/or drug abuse, which means anti-trafficking policy often overlaps with many other policy spheres including immigration, security, environmental policy, sex industry policies, and health policy.

This class gives an overview of the development of the African slavery in the United States, as a window into slavery generally and what has and has not changed. In particular, we consider how human trafficking could rise following the legal emancipation of slaves in the 19th century. We will follow the development of modern anti-trafficking policy as it arose from distinct policy areas for sex (the Mann Act) and labor (peonage and indentured law statues) and how these distinctions both inform and limit current policy efforts. We will also investigate the difficult of addressing trafficking, both from a governmental and non-governmental perspective. We will also consider how trafficking varies globally, particularly how differences in policy definitions and institutional structures matter for successful prosecution of trafficking. The class will also discuss the roles of the public and the media in development and limitations of anti-trafficking policy. We will talk about the difficulties in both defining the extent of human trafficking and assessments of current policy. Finally, we will consider how the case of trafficking within the United States fits within a global endemic, and how national efforts matter to international work.
OBJECTIVES

This course intends to offer instruction on what current human trafficking policy looks like, the development of trafficking policy, as well as tools that we might use to understand trafficking policy. The main learning goals of this class include:

1. Name and explain the differences in U.S. and international legal definitions of human trafficking policy.
2. Understand the development of anti-trafficking policies.
3. Draw connections between various policy spheres.
4. Collaborate with peers to create an active learning environment.
5. Practice using various types of data to analyze policy and policy development.
6. Gain experience developing a policy brief.

CLASS POLICIES

Good Citizenship and Warning:
Because modern slavery is a violent, victim-centered crime, many of the discussions will involve very serious and disturbing concepts. Students should be warned and aware that all discussions may involve discussions of physical violence, sexual violence, including assault and rape, kidnapping, emotional abuse, and/or psychological abuse. These themes will be revisited many times over the course of the term, both in readings and in class discussions. Please be aware of this course content as you decide whether to enroll in the class or not.

Perhaps more importantly, we must recognize that we are talking about a crime that happens to real people on a daily basis. This means that we need to treat all each individual who discusses or describes their lived experience with the utmost respect and care. Disrespectful language in any form (mocking, laughing, victim-blaming, etc.) will not be tolerated.

Finally, please be respectful of each other as fellow learners in a difficult space. While questions should be respectful, responses should also be respectful. Do not assume anything is basic knowledge. Constructively critique ideas, data, and conclusions about observations; do not criticize individuals and groups for having those ideas.

Commitment:
The Role of the Teaching Team: By enrolling in this class, there is a mutual commitment between the instructor and the student. As the instructor, I am committed to being prepared, invested in the learning of all class participants, fair, and respectful. The teaching assistant and I will respond to questions in person and electronically within a 48 hour time frame, and written assignments within 7 days. Please email directly to our email and not through Canvas. We are committed to giving you what you need to fulfill the course objectives.

The Role of the Student:
As a student enrolled in this class, you are agreeing to (1) show up, (2) complete readings and assignments, (3) participate in class and group discussions, (4) be respectful of fellow students, (5) comply
with class policies or understand the consequences of not doing so, and (6) abide by the Northwestern guidelines for academic integrity (http://www.northwestern.edu/provost/policies/academic-integrity/).

**Devices:**
In addition, I ask that all electronic devices be used solely for the purposes of class, for instance referencing papers or taking notes. Social media, e-mail, and phones should be ignored throughout the class so that full attention can be given to the material at hand. If devices are overused or abused and class participation becomes problematic, I may request the use of no electronic devices during class time. Additionally, no recording of class is permitted, whether of guest presenters, the teaching team, or fellow class mates.

**Guest Presenters:**
Sometimes it can be difficult to connect the research we read to the actual people and process of conducting the research. In effort to both leverage the unique resources we have in Chicago, several guest speakers have been invited to present their research to us. Although the guests may have no assigned readings, your timely attendance and engagement with the speaker and their presentation is expected. Media use is strongly discouraged during these presentations.

**Academic Integrity and Honor Code:**
Plagiarism and cheating are not tolerated in any form. If you are uncertain what constitutes plagiarism, please ask. All quotations, data, and ideas taken from other work (even if they are not quoted) must be cited. This means, if the information is not common knowledge, you must attribute the source from which you learned that information. There are serious consequences for intellectual theft as students (and in real life, Google: John Walsh, Montana). It always works in your favor to be overly cautious here. Please see the Weinberg Honor Code (https://www.weinberg.northwestern.edu/undergraduate/courses-registration-grades/integrity/) for more information about what plagiarism is, how to prevent cheating in your own work, and other types of honor code violations.

**Academic Accommodations:**
If you have physical, temporal, or social needs that prevent you from fully participating in this class, please make arrangements as soon as possible. These can include learning disabilities, inability to afford class texts, or events that conflict with scheduled class time. Please contact AccessibleNU (https://www.northwestern.edu/accessiblenu/), the office charged with ensuring appropriate accommodations for all students. Their information, pulled directly from their website, is below:

Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

If for any reason, you feel that your needs cannot be addressed by AccessibleNU, please talk to me about what you need. I am committed to making this class a productive learning environment that is accessible to every class participant, regardless of ability or background.

**Absences and Late Assignments:**
Attendance is key for successful completion of this course: do not plan to skip class. If for some reason you have a conflict with class, please alert the teaching team so that we can work with you to make sure you do not fall behind. Sometimes unexpected absences and other life events happen
that require a last minute change in plans. To make up for up to two missed classes, students may draft a 1-2 page discussion document that interacts with the themes of that class meeting. (Please check in with teaching assistant, prior to the missed class if possible, to clarify what will be needed for the missed days.) Additionally, while we will not be keeping track of tardy individuals, if tardiness becomes chronic, expect that the teaching team will notice and it will reflect your ability to participate. With that said, tardiness is preferred over absences.

Unless prior permission is obtained or an emergency has occurred, late assignments will incur a deduction for each day that the assignment is late. For each 24 hours the assignment is delayed, there will be a 10% reduction from the final score. Meaning that after 4 days have passed, even a perfect assignment will receive a failing grade.

ASSIGNMENTS

Your learning will be assessed in three different ways that are directly tied to the course learning objectives. These assignments are further detailed below (and on Canvas) and will be discussed in class prior to address any questions. These assessments include: participation (including class contributions and an online journal and discussion board), a group project proposing an anti-trafficking NGO, and a policy brief as the final project in the class. All of these assignments are iterative (i.e. allow for individual development over the term) and are each directly connected to specific learning objectives from the class. (See Table 1.) I refrain from directly examining your learning through tests and quizzes, but students will need to demonstrate a mastery of both class concepts and materials through their journals, group assignment, and final policy brief. Students are expected to spend about 2-3 hours each week reading and preparing for class and about 3-4 hours each week on class assignments.

Table 1: Learning Objectives

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Learning Objectives</th>
<th>Grade Weight</th>
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</thead>
<tbody>
<tr>
<td>In-class Participation</td>
<td>1, 2, 3, 4, 5</td>
<td>20%</td>
</tr>
<tr>
<td>Journals</td>
<td>1, 2, 3, 5, 6</td>
<td>30%</td>
</tr>
<tr>
<td>Group Project</td>
<td>1, 3, 4, 5</td>
<td>25%</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>1, 2, 3, 5, 6</td>
<td>25%</td>
</tr>
</tbody>
</table>

Participation (20%): In Class Participation (18%): Each day there will be opportunity for discussion. Many of these opportunities will be in smaller break out sessions to engage in active learning activities, which means that there are many possibilities for low-cost interactions. If you have read the class material, you should be able to answer questions or have developed questions of your own. Alternatively, there are other methods to contribute to class:

- take notes from your reading to remember points during class;
- bring a news or academic article, poll, or news story that is relevant to the day’s discussion; or
- make a list of relevant question about the paper you read or the topic or class discussion as a whole.
Note: Missing class will result in your grade to decrease in this category by approximately 1% of the total for each class missed. There are two absences that are ignored; two more can be made up within one week of the missed class with the extra credit options.

Offline Participation (2%): We will be using Discussion Hero to have an online discussion about whether prostitution should be legal or not. This discussion will be live for a week during October 13-20. More information about how to participate in this online discussion will be distributed during the prior week.

Extra Participation (+5%): Each student may submit up to two pieces of extra credit. The first option is to write an Op-ed about human trafficking policy. (It is not required to submit it.) If this option is used to replace class, the letter should address the issues discussed in the class so that students may have an opportunity to engage the class material for the day. The second option is to write a note to one of your representatives about human trafficking, expressing ways in which you think the particular representative could help fight trafficking. (You can decide if you would like to send it or not.)

Journals (30%):
Over the term, there will be 5 prompts to respond to in a blog-like reflection piece. Each question and the date due, is in Table 2 below. Each topic is closely related to material from the class, and asks for students to either grapple with integrating material across classes or consider how best to summarize competing pieces of information. The questions are intended to have potential for many different answers, and students should plan to treat these assignments in a thoughtful manner. Each post should:

- be 300-500 words long;
- clearly answer the prompt;
- support the answer with evidence from course readings or other material;
- clearly cite (and where appropriate link to internet sources);
- be grammatically correct and coherent; and
- be turned in at any point during the day in which it is due.

Obviously assignments written after class will have the benefit of class discussion, but students should take care not to just reiterate lecture notes or completely take the ideas of peers. Instead, integrate learned knowledge into your thoughts and extend arguments. Finally, journal assignments can be video, audio, or text files uploaded to the appropriate Assignment on Canvas, though please keep in mind that all files will be held to the same grading standards.

Group Project (25%):
In assigned groups of 4 to 5 students, propose a non-governmental agency or program designed to address a critical aspect of human trafficking. Your group will need to provide a memo (50% of the assignment) and 10-15 minute presentation (50% of the assignment) that both outline the particular aspect of trafficking that you aim to address, your proposal for how to address it, and why it is important. You will need to integrate what you have learned from this class and incorporate some original piece of data analysis. Make sure that you are as specific as possible in your proposal.

A rubric will be posted on canvas and your grade will be composed of peer and self-reflections and teaching team assessments. All presentations are due by 12 noon on November 25. All memos are due by 12 noon on November 27.
Table 2: Journal Topics

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Prompt</th>
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</thead>
<tbody>
<tr>
<td>30 September</td>
<td>How many slaves work for me?</td>
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<tr>
<td>09 October</td>
<td>How does human trafficking differ from the African slave trade and labor and sex abuses after the Civil War? How is it similar?</td>
</tr>
<tr>
<td>23 October</td>
<td>Some argue that “human trafficking” does not adequately cover the concept and prefer to use the term “modern slavery”. Others feel that “modern slavery” minimizes the African slave trade.</td>
</tr>
<tr>
<td>4 November</td>
<td>In what ways does having an accurate or inaccurate way to enumerate the extent of trafficking matter for anti-trafficking efforts?</td>
</tr>
<tr>
<td>2 December</td>
<td>What are the 1-2 most important ways in which human trafficking policy or anti-trafficking NGOs contribute to the problem of trafficking? What could be done to address this?</td>
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</table>

Policy Brief (25%):
A policy brief that offers at least one recommendation for an anti-trafficking policy as it intersects with another issues area. will serve as your final assignment. To help students manage this task, I ask for two milestones (each worth 2.5% of the grade) to be submitted along the way to ensure that there is thought devoted to this project throughout the term.

Milestone 1 (2.5%): Define the scope of your policy brief.

Milestone 2 (2.5%): Second, identify what pieces of information are important for policy makers to know what to do

Final Policy Brief (20%): In no more than 3000 words, you need to create a document aimed at policy-makers to inform them of a critical aspect of human trafficking, and what might best combat human trafficking. The particular requirements can be found in Canvas, but the brief must contain a title, executive summary, description of the problem, policy options, and policy recommendations. The brief needs to use readings from class, as well as other research.

REQUIRED TEXTS AND MATERIALS

There are two required texts for this class:


The book can be purchased on any major online (and many brick and mortar) bookstores. It is also available for purchase at the campus book store. Remaining materials will be posted online on Canvas. Please be aware that the scheduled readings are subject to change slightly as guest speakers are scheduled throughout the term. More importantly, please pay attention to how you
read in this class. Though there are no expectations of technical expertise, some papers can get technical. Feel free to skim over technical parts of papers. Pay closest attention to the conclusions drawn from the data and the overall arguments and trends that you can glean from the assigned readings. Perhaps most importantly, watch for reading instructions as some days you will be asked to target your efforts on a portion of that day’s readings, and some readings may change (though expect substitutions at this point).

CLASS SCHEDULE

Unit 1: What is Human Trafficking?

September 25  Introduction to the Course
Syllabus
Disposable People Chapter 1 (Can be read after this class.)

September 30  Defining the Scope of the Problem
To Plead Our Own Cause Chapter 1
Journal Topic 1 Due.

Unit 2: A History of Slavery

October 2  Slavery in the United States Before 2000
Blackmon, Douglas A. Slavery by Another Name: The Re-enslavement of Black Americans From the Civil War to World War II. Anchor, 2009. Chapter IV

October 7  Colonial and Pre-civil War Slavery
“The 1619 Project”. The New York Times Magazine, 2019:
“The Idea of America” by Nikole Hannah-Jones (pages 14–26)
“Capitalism” by Matthew Desmond (pages 30–40)
“Sugar” by Khalil Gibran Muhammad (pages 70–77)
Bales, Kevin and Ron Soodalter. The Slave Next Door. Univ of California Press, 2010. Chapter 1
Unit 3: Human Trafficking Post-2000

October 9  Trafficking for Sexual Exploitation
Disposdable People Chapter 2
To Plead Our Own Cause Chapter 2 (Selections)

Journal Topic 2 Due.

October 14  The Demand For Sex Trafficking

October 16  Prostitution or Trafficking?

Milestone 1 Due.

October 21  Trafficking for Forced Labor
Disposdable People Chapter 3, 5-6
To Plead Our Own Cause Chapter 3

October 23  The Economics of Labor Trafficking

Journal Topic 3 Due.

October 28  Supply Chains


### October 30

**Data Challenges in Enumerating Human Trafficking**


### November 4

**Discussion Session**

*Journal Topic 4 Due.*

### Unit 4: The Connections Between Trafficking and Other Policy Domains

#### November 6

**Globalization and Trafficking**


#### November 11

**Trafficking and Global Health**


#### November 13

**Trafficking and the Environment and Poverty**


November 18  
**Global and Domestic Responses to Human Trafficking**


November 20  
**Media and Trafficking**

Find and read 8 articles on Human Trafficking in the Popular Media.

Code the articles following the instructions on the handout.

Explore CNN’s Freedom Project at cnn.com/freedom

November 25  
**Group Presentations**

*Slides due at 12 noon.*

November 27  
**Group Presentations**

*Memos due at 12 noon.*

**Unit 5: What Comes Next**

December 2  
**Freedom**


*Journal Topic 5 Due.*

December 4  
**Complications with Regulation**


In Class (Please don’t be late): *El Cacao*, 2019.

December 9  
**Final Paper Due.**