

# LIB/HST/HRT 319: HUMAN TRAFFIC AND TRAFFICKING

GVSU Fall 2016 Syllabus  
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Tuesdays/Thursdays, 11:30am – 12:45pm  
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## Course Description

Human traffic – people on the move either migrating voluntarily or being forced by others – has shaped history for many centuries. While the majority of people believe that slavery and the slave trade are institutions of the past, human trafficking and modern-day slavery have increased dramatically in last few decades. Similar to the trans-Atlantic slave trade, which allowed European countries to accumulate tremendous amounts of wealth, human trafficking today is a very profitable but illegal trade. In fact, human trafficking and enslavement is the second most profitable illicit economic activity after the drug trade with \$150 billion profit per year and the fastest growing transnational crime. With globalization and its subsequent developments of fast worldwide transportation and communication networks, the increase of regional conflicts after the Cold War ended, and the never-ending demand of the sex industry and consumer markets in Western countries has led to the dramatic and continuing rise in the trade of people.

This course will address human traffic and trafficking both in historical and current perspectives, analyzing the economic, political, and social implications not only for the victims and their families but also for societies at large and for the source, transit and host countries in particular. Human trafficking brings tremendous trauma to its victims, perpetuates poverty and exploitation, finances conflicts, and undermines civil society, including those of established democracies. As a transnational crime, it presents complex and difficult challenges for law enforcement, immigration/border control, and the medical profession. While human trafficking has increasingly received the attention of the public and the media, most countries lack the political will or the capability to seriously combat human trafficking by rigorously prosecuting traffickers and assisting victims and their families.

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## Course Objectives and Goals

After successful completion of the course, students should be able to:

- Identify patterns of human traffic and trafficking and labor migrations;
- Evaluate and draw conclusions from international case law, local laws, and case studies;
- Integrate different theories about global migrations and human traffic/trafficking with the increasing body of international, national and local policies and practices in order to address issues of illegal trafficking and coercive migration practices;
- Demonstrate collaborative problem solving through a team project focused on historical, political, economic, and/or socio-cultural problems of human traffic/trafficking in its interdisciplinary complexity and to develop new policies, strategies and legislation to prevent human trafficking, improve conditions of migrant workers worldwide, and curb forced migrations; and
- Present collaborative findings to a diverse audience, detailing both the historical and current complexity of human traffic/trafficking and the limitations of current strategies in fighting the global exploitation of migrant labor.

This course fulfills the requirements for the GEC Issues category – Globalization. Students will learn to:

- Link course material to globalization; and
- Examine how complementary and competing perspectives contribute to the ongoing discussion about globalization.

### Issues (Globalization) Skills Goals

- Collaboration — the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time.
- Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.
- Integration — the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations.

### Required Course Texts/Materials

- Erin Siegal, *Finding Fernanda: Two Mothers, One Child, and a Cross-Border Search for Truth* (Beacon Press, 2012; ISBN: 978-0807001851)
- Jennifer Suchland, *Economies of Violence: Transnational Feminism, Postsocialism, and the Politics of Sex Trafficking* (Duke University Press, 2015; ISBN: 978-0-8223-5961-6)
- Louise Shelley, *Human Trafficking: A Global Perspective* (Cambridge, 2010; ISBN: 978-0-5211-3087-5)
- Course Pack (Available from Prof. McKee)
- Join class Slack channel (<https://fa2016libhsthrt319.slack.com/>)

**Please make sure you review the syllabus prior to the second week of classes as all course expectations and requirements are listed in the pages that follow.**

## Course Requirements & Grading

### Class Participation (15%)

Class discussions are meant to encourage us to think critically about both the content of this course and the world around us. Together, we will be producing knowledge rather than merely consuming it. The inclusion of multiple, and even contrasting, viewpoints will help us with this, and participation is required from everyone. We represent a multitude of diverse backgrounds, beliefs, and opinions. Please do not attack your fellow students for voicing their opinions. **Personal opinions play a role in class dialogues but do not substitute a concerted effort to grasp the scholarly material. Understanding the material does not mean you have to embrace all or any of the viewpoints represented. However, it does require that you read it, think about it, and discuss it.** In order for this course to be a productive learning environment, please treat one another with respect and courtesy.

Please arrive on time for class, having **completed the reading for the day**. You should **always** bring your readings to class to fully participate in our discussion. **If you arrive more than ten minutes late to class, you will be marked absent for the day.**

Students may participate in class discussion in a variety of ways:

- Slack channel (<https://fa2016libhsthrt319.slack.com/>)
- Email me your thoughts on the readings **BEFORE CLASS**
- Stop by my office hours or talk with me before or after class starts

## How is participation graded?

To earn a **C-range participation grade**, you must fulfill five basic requirements:

- Arrive on time and remain in class for the entire period.
- Be ready to discuss readings.
- Be prepared with the textbook and/or Blackboard material in class.
- Maintain a respectful demeanor, whether talking or listening.
- Engage actively and productively in group work, class discussion, and other in-class activities.

To earn a **B-range participation grade**, you must **consistently fulfill requirements for C-range participation** and:

- Volunteer questions/points of interest from readings to generate discussion.
- Make substantive comments/ points that clearly demonstrate you thoughtfully read the text
- Identify essential issues or questions of the text
- Point to the author's thesis

- Willingly offer ideas in class, making sure your contributions are topical and thoughtful.

To earn a **A-range participation grade**, you must **consistently fulfill requirements for B-range participation** and:

- Show leadership in class discussion (break uncomfortable silences; respond to open-ended questions; ask difficult questions).
- Deepen the level of class discussion
- Ask clarifying questions
- Summarize the arguments of the text and paraphrase the author's main points
- Challenge an idea or present an alternative interpretation
- Respond to other students' ideas (not just mine) by asking questions or building on their points.
- Contribute questions/ comments that demonstrate that you're making broader connections to other lectures, readings, and society-at-large

## Notes and Comments (10%)<sup>1</sup>

Note-taking is an effective method to ensure critical engagement with a text. These notes should capture your engagement with a particular reading. Often times scholars and students use notes as a means to summarize an article, study for an exam, gather material for a paper, etc. These notes should thorough in order to serve as a reference guide for you in the future. Notes must contain the following information:

1. Summarize in your own words what the author(s) is (are) saying, putting the page number where you are at the time in the reading in the left margin. **Don't just copy out huge chunks of the text.**
2. Insert your own comments or questions when they occur to you as you are reading along--highlight these in some manner to distinguish them from your summaries (e.g. boldface, brackets, arrows, color of ink, highlighter). Comments may include making connections between the reading and previous course readings or readings you have completed in another course. Questions should highlight material you may be unfamiliar with and require additional exploration or questions that aim to further the author's argument. **Try to think about what is stated in the text from your own point of view. Do you agree or disagree with the argument? Why or why not?**
3. Include a paragraph at the end including your general reaction to the reading, comments about its utility, or anything else you want to say about it.

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<sup>1</sup> This assignment is adapted from Claire Robertson, PhD (<https://wgss.osu.edu/sites/wgss.osu.edu/files/720CR.pdf>).

Students must complete three sets of notes (Weeks 2-4). These notes are due on the day listed on the syllabus at the beginning of class. On days that notes/comments are not assigned for a particular reading, **I still expect the same level of engagement with all other course texts.** These notes/comments are a way to demonstrate your close reading of a text. Students should practice this type of note-taking with all of the reading as a method to ensure their preparedness for in class discussion.

### How are Notes/Comments graded?

To earn a **C-range participation grade**, you must fulfill four basic requirements:

- Summarize the readings by using direct quotes from the text
- Provide cursory analysis of the text (e.g. “that’s great!,” “I agree,” “that’s terrible”)
- Ask questions that could be resolved by a quick online search (e.g. definition of a term could be defined)
- Occasionally complete the required three components of the assignment

To earn a **B-range participation grade**, you must **consistently fulfill requirements for C-range participation** and:

- Paraphrase the author’s text. In other words, direct quotes are absent in your your notes. Your notes are solely written in your own words.
- Provide the beginnings of a strong analysis of the text. It’s clear that cursory connections are being made between various ideas present throughout the text and between other readings.

- Ask questions beyond those that could be resolved by a quick online search. These questions aim to further your understanding of the text.
- Complete the required three components of the assignment

To earn an **A-range participation grade**, you must **consistently fulfill requirements for B-range participation** and:

- Conduct a strong analysis of the text. Comments demonstrate ability to make thoughtful and intentional connections between other readings and previous class discussion or lectures.
- Comments may challenge an idea or present an alternative interpretation of an author’s argument.
- Ask clarifying questions to further your engagement with the text. In other words, your analysis seeks to make new interventions in understanding a particular topic or question.

### Reading Reflections/Worksheets (10%)

Occasionally students will be asked to complete in class reading reflections or worksheets. These materials require students to demonstrate their engagement with the text. **These are unannounced in class assignments.** These reflections/worksheets require students to clearly demonstrate their engagement with the course texts (e.g. ability to conduct close textual reading) and their relationship to broader themes discussed throughout the semester.

*HINT: If Notes/Comments are due Weeks 2-4, in-class unannounced assignments most likely will begin Week 5.*

### Documentary Responses (15%)

Students must complete two responses after viewing *Not My Life* (2011) and *In the Matter of Cha Jung Hee* (2010) on the dates listed in the syllabus. Responses are due on the dates listed in the syllabus. *The response must demonstrate students’ engagement with the documentary, assigned reading for the day, and at least one additional course reading.* Responses should be 2-3, double-spaced pages in length (and adhere to the Written Assignment Guidelines).

- **Not My Life (2011) Documentary Response Question:** The film provides multiple examples of various types of trafficking in the world. What are the similarities/differences of stories of those trafficked or their traffickers? How does this relate to what we have covered in the course thus far?

- ***In the Matter of Cha Jung Hee (2010) Documentary Response Question:*** How does child laundering (discussed in McKee 2016) aid our understanding of the adoption of Deann Borshay Liem and other South Korean children as well as Siegel's discussion of Guatemalan adoption practices?

### Group Project (40%)

Students will be required to work collaboratively to demonstrate their understanding of complex human traffic/trafficking issues and their relationship to broader discussions of the global exploitation of labor. These presentations will reflect their ability to analyze existing policies, strategies, and legislation and their limitations. Guidelines will be reviewed on the date listed in the syllabus.

Groups of 3-4 students will examine one of the following topics:

- Child sex trafficking
- Sex trafficking Southeast Asia
- Global anti-trafficking efforts
- Child labor
- Refugee migration
- Forced labor in the mining industry
- Involuntary domestic servitude
- Bonded labor/debt bondage (e.g. migrant laborers' debts associated with their migration)
- Child Soldiers
- The garment industry and exploitation of workers in developing nations

### Final Reflection (10%)

This 2-3 page final written assignment requires students to grapple with the complexities of human traffic and/or trafficking. The paper will require students to reflect and critically evaluate their group project topic and the method in which their groups shared their findings. Students must demonstrate their ability to synthesize a variety of media and texts concerning their topic and its relationship to broader course themes. Guidelines will be provided on the date listed in the syllabus.

### Extra Credit Opportunities

Students may complete **one** extra credit opportunity this semester. *Students are only eligible to complete this assignment if they have only missed two classes.* Individuals who have exceeded two absences **cannot complete this assignment.**

#### Option One

Students may attend the Great Lakes History Conference (October 21 and 22). This year's theme is "Human Rights in the Atlantic World and Beyond." Students must **attend one workshop, panel, or keynote.** *Students must summarize what they learned and provide three key takeaways.* Students must integrate a minimum of **two course readings** in their discussion of what they learned and how it relates to course content. This assignment must be **2-3 double-spaced pages** and is **due Tuesday, October 25 at the beginning of class.** Successful completion of this assignment (e.g. you meet and exceed the assignment guidelines) will result in up to five additional points towards class participation.

#### Option Two

Students may submit **ONE documentary and/or news program analysis paper.** *Students must answer the following question: How does this cultural text enhance your understanding of human traffic or human trafficking?* Their 2-3 double-spaced page response must demonstrate their engagement with the text and course readings. Students must integrate a minimum of **two course readings** into their analysis. Students may write about one of the following cultural texts:

- MTV Exit, "Human Traffic: China" (2013; 36:39): <https://www.youtube.com/watch?v=JHY4XlwUPJI>
- *Stolen Childhoods* (2005; 86 minutes); <https://gvsu-kanopystreaming-com.ezproxy.gvsu.edu/video/stolen-childhoods>

- *Black Gold* (2006; 78 minutes); <https://gvsu-kanopystreaming-com.ezproxy.gvsu.edu/video/black-gold-0>
- *Made in China* (2007; 57 minutes); <https://gvsu-kanopystreaming-com.ezproxy.gvsu.edu/video/made-china>
- *Tricked* (2013; 74 minutes); <https://gvsu-kanopystreaming-com.ezproxy.gvsu.edu/video/tricked>
- *A Path Appears*, Episode One: Sex Trafficking in the USA (2014; 87 minutes); <https://gvsu-kanopystreaming-com.ezproxy.gvsu.edu/video/path-appears-episode-one-sex-trafficking-usa>

Students may submit this response up to **Week 15, Lecture 30**. Successful completion of this assignment (e.g. you meet and exceed the assignment guidelines) will result in up to five additional points towards class participation.

## Course Policies

### Resources

I strive to create a fully inclusive classroom, thus I welcome individual students to approach me about distinctive learning needs. I encourage students with disabilities to have a conversation with me and disclose how our classroom or course activities could impact the disability and what accommodations would be essential to you. You will also need to have a conversation about and provide documentation of your disability to **Disability Support Resources** (<https://www.gvsu.edu/dsr/>; 616-331-2490). If you require writing assistance, please visit the **The Fred Meijer Center for Writing** (<http://www.gvsu.edu/wc/>; 616-331-2922).

### Written Assignment Guidelines

Standard grammar and essay guidelines should be followed. All written assignments must be completed in **12 point Times New Roman font, double-spaced with one-inch margins. Assignments that fail to adhere to these guidelines will not be accepted. Students will receive a zero.** All citations must be standardized (i.e. please be consistent with your use of MLA, Chicago, or APA). For questions about citations, please visit sites such as EasyBib.com or Purdue OWL.

Written assignments uploaded to Blackboard, must be in Microsoft Word (.doc or .docx) format. **No other formats will be accepted. Failure to upload the assignment as a Microsoft Word document will result in a zero for the assignment.**

Your Work Cited should be on a separate page than the rest of your essay. In Microsoft Word, go to Insert > Page Break. This will allow you to create a subsequent page for your Work Cited.

*If the professor provides you with comments/edits on paper drafts, you are responsible for integrating the feedback to enhance your paper. Failure to do so will result in grade deductions at the discretion of the professor and you must revise and resubmit your paper.*

### Email Policy

Email is usually the best way to contact me. Please include LIB/HRT/HST 319 in the subject line. **Emails should always include a subject, greeting, and signature.** Emails not addressed in this way will not be answered.

**Paper headings MUST adhere to the format below:** Please note that the information listed below should appear on the upper left hand side of your paper and **NOT** in your header or footer.

[Student Name]  
LIB/HST/HRT 319  
[Date]  
[Assignment Title]

**Please remember email is a professional mode of communication.** In your life after GVSU, you will be required to communicate via email in a professional format (i.e., salutation, properly formatted sentences, and signature). Please check out the tips for emailing your professor by Laura Portwood-Stacer if you have additional questions regarding professionalism:

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-afc64ae0e4087#ojnmr3eie>. Please follow standard grammar guidelines. I will respond to emails within 24-hours on weekdays, and by Sunday evening on weekends. **Students must check their emails every 48 hours to ensure they are aware of communications sent by Prof. McKee.**

Please consider the **Three Before Me rule**. Before emailing me, try learning your answer through three other means first:

1. For technical support, contact the Help Desk by phone (616.331.2101) or email: [helpdesk@gvsu.edu](mailto:helpdesk@gvsu.edu).
2. You can also review the support documents in our Blackboard course site or by clicking the "Help" button at the top of your Blackboard window.
3. Refer to course resources (e.g. syllabus, important deadlines, assignments) on our Blackboard site. Check the FAQ Forum on our discussion board. Everyone is welcome to post and answer questions that are posted there!
4. Email a classmate.

## Attendance Policy

You are expected to attend every class session. *Arriving more than ten minutes late will result in an absence.* **Students are allowed two unexcused absences.** Please use these absences wisely. **Additional absences will result in students losing three points per absence from their final grade. For example, if a student has three additional absences, nine points will be deducted from their final grade.**

## Late Assignment Policy

**Late assignments are not accepted.** If extenuating circumstances arise, the student must receive approval in advance from Professor McKee. The professor will not grant extensions unless prior arrangements have been made in consultation with her. Proper documentation is required for extensions.

## Academic Misconduct

All students are responsible for doing their own work and plagiarism will NOT be tolerated. Plagiarism, or the use of another's words without proper citation, or any form of cheating during the midterm, will result in an F for the assignment and possibly the course. A report will be made to the student's dean and the Center for Academic Integrity so that they may also take appropriate disciplinary action. You may refer to GVSU Student Code Section 223.01 for GVSU's policy. All of the following would constitute plagiarism:

- Using someone else's idea without citing the source where you found that idea.
- Using someone else's structure or organizing strategy without citing it. This often occurs when a writer takes a paragraph out of a source and simply paraphrases each sentence while leaving the original author's structure intact.
- A verbatim (copied directly) phrase or passage that is not quoted

*You avoid plagiarism by properly citing your sources. You should use a citation when you directly quote another source or paraphrase someone else's ideas. Remember, the purpose of citations is to give credit to another's work. When you use direct quotes or paraphrases, you are not using your original thoughts.* If you have questions re: citations, please visit the Library's Citation Tools and Generators page: <http://libguides.gvsu.edu/c.php?g=108372&p=702167>.

## Grading:

If the professor provides students a rubric for the assignment, she highly suggests students review the rubric to ensure they are meeting all of the assignment benchmarks. In other words, make sure you are fulfilling all of the necessary components of the assignment.

## Grade distribution

A = 100-93

A- = 92-90

B+ = 89-87

B = 86-83

B- = 82-80

C+ = 79-77

C = 76-73

C- = 72-70

D+ = 69-67

D = 66-60

F = 59-0

## Grade Definitions

[ A ] Outstanding. Work displays thorough mastery of material, exceptionally good writing, and genuine engagement with the subject-matter. This grade is reserved for those students who attain the highest levels of excellence in thought and scholarship.

[ B ] Good. Work displays accurate understanding of the material; writing is clear and free of mechanical errors.

[ C ] Fair. Work displays basic grasp of material, though there may be the occasional misunderstanding or inaccuracy. Writing quality acceptable.

[ D ] Marginal. Work displays a grasp of the material adequate for credit, but quality of work indicates lack of effort or aptitude.

[ F ] Unacceptable. Excessive absences, assignments not completed, or assignments unworthy of credit.

## Frequently Asked Questions

### 1. What if I miss a class?

It is your responsibility to come to class on time. Assignments, changes to the syllabus or assignment deadlines will also be announced at the beginning of class. I will also not repeat announcements I have made at the start of class about deadlines, assignments, or anything else. Everyone should exchange contact information with another student upon whom you can rely for information about classes you miss. I consider it your responsibility to come to class after an absence having been brought up to speed about assignments, handouts, and so on.

### 2. How do I prepare for class?

All reading assignments are to be completed by the date noted on the syllabus. Based on the assigned readings, you should prepare 2-3 questions that can be used to launch our discussion and begin your thinking about future papers. While you do not necessarily need to formulate an answer to the question posed, you should be able to convey some broad thoughts. In order to facilitate participation in class discussion, I highly recommend taking notes on the reading.

### 3. How may I improve my reading comprehension?

- **ARGUMENT:** What is the author's central point? Does the author clearly articulate his/her central points at the beginning of the chapter/article?
- **CONCEPTS:** What key concepts/theories does the author engage with?
- **METHOD:** What tools aid the author's

## TIPS FOR SUCCESS FROM FORMER STUDENTS

- “There is a lot of reading be prepared”
- “Just to make sure they read everything”
- “DO THE READINGS! 😊 Participate in anyway you can!”
- “Plan for the reading and do it because you will learn and have many ideas and comments”
- “READ! (seriously.) & don't be afraid to raise your hand”
- “Annotate well! It really benefited me when I wanted to refer back quickly or for a comment in class”
- “Don't be scared of McKee. She's cool.”



- development of his/her argument? Does the author utilize surveys, textual analysis, statistics?
- **CONNECTIONS:** How are some of these "buzzwords" related to what we've studied throughout the course? For example, how does a reading from the beginning of the course relate to something we're discussing towards the end of the course? Remember all of the texts build off one another.
- **CONCLUSIONS:** What conclusions does the author make? How do these conclusions relate to broader themes discussed in the class?

**4. How do I improve my writing?**

Each writing assignment requires critical thinking. To critique is not merely criticizing an author’s perspective. Rather, you must be “specific about what it means to argue for a position” (Bowen, *Teaching Naked* 163). As you write, review the rubrics for each assignment. Consider how the text may be interpreted. Differentiate between opinions (yours, mine, ours) and the intention of the text’s author.

**5. What happens during office hours?**

I encourage you to come to office hours to discuss your writing on an individual basis. I especially encourage you to see me before papers are handed in to focus your ideas and then after papers are handed back so that we can talk about your writing and ideas in further detail. In my experience, students who see me in office hours write better papers, and thus, office hours have numerous benefits: (1) You explain your ideas to me, and I better understand what I eventually read in your paper; (2) In talking through your ideas, you further clarify your own; and (3) You can anticipate possible objections and modifications your potential reader (me) would have to your thesis.

**Course Schedule**

*The professor reserves the right to make changes to the syllabus at any time. This document is a contract between professor and student concerning course expectations.*

Course readings that are not monographs are available in the Course Pack. Optional readings are available on Blackboard. Documentaries are available on Blackboard.

<b>WEEK 1</b>	
<b>Lecture 1 (8/30/2016)</b>	<b>WELCOME AND INTRODUCTION</b>
<b>Lecture 2 (9/1/2016)</b>	<b>THE RISE OF HUMAN TRAFFICKING</b>  <b>Read:</b> Shelley, <i>Human Trafficking</i> – Introduction and Part I  <b>Optional Read (Blackboard):</b> United Nations Office on Drugs and Crime. “Human Trafficking and Migrant Smuggling” site <a href="https://www.unodc.org/unodc/en/human-trafficking/">https://www.unodc.org/unodc/en/human-trafficking/</a>
<b>WEEK 2</b>	
<b>Lecture 3 (9/6/2016)</b>	<b>NO CLASS: Labor Day Recess</b>
<b>Lecture 4 (9/8/2016)</b>	<b>TRANS-ATLANTIC SLAVERY</b>  <b>Read:</b> Chapters 1 and 4 in Johnson, Walter, <i>Soul by Soul: Life Inside the Antebellum Slave Market</i> (Harvard University Press, 1999).  <b>Review (Available on Blackboard):</b> The Trans-Atlantic Slave Trade Database: <a href="http://www.slavevoyages.org/">http://www.slavevoyages.org/</a>

	<p><b>Optional Read (Blackboard):</b> Citizen Stewart. (2016, May 6) “Black student pushes back when her suburban school asks her to colonize Africa.” <i>Citizen Education</i>. Available at: <a href="http://citizen.education/index.php/2016/05/06/black-student-pushes-back-when-her-suburban-school-asks-her-to-colonize-africa/">http://citizen.education/index.php/2016/05/06/black-student-pushes-back-when-her-suburban-school-asks-her-to-colonize-africa/</a></p> <p><b>Optional Read (Blackboard):</b> Wang, Yanan. (2015, October 5) “‘Workers’ or Slaves? Textbook maker backtracks after other’s online complaint.” <i>The Washington Post</i>. Available at: <a href="https://www.washingtonpost.com/news/morning-mix/wp/2015/10/05/immigrant-workers-or-slaves-textbook-maker-backtracks-after-mothers-online-complaint/">https://www.washingtonpost.com/news/morning-mix/wp/2015/10/05/immigrant-workers-or-slaves-textbook-maker-backtracks-after-mothers-online-complaint/</a></p> <p><b>Optional Read (Blackboard):</b> Isensee, Laura (2015, October 23) “Why calling slaves ‘workers’ is more than an editing error.” <i>NPR</i>. Available at: <a href="http://www.npr.org/sections/ed/2015/10/23/450826208/why-calling-slaves-workers-is-more-than-an-editing-error">http://www.npr.org/sections/ed/2015/10/23/450826208/why-calling-slaves-workers-is-more-than-an-editing-error</a></p> <p><b>Notes/Comments on <i>Soul by Soul</i> chapters one and four due at the beginning of class</b></p>
<b>WEEK 3</b>	
<p><b>Lecture 5</b> <b>(9/13/2016)</b></p>	<p><b>THE CONTINUATION OF SLAVERY</b></p> <p><b>Watch:</b> <i>Slavery by Another Name</i> (2012; 85 minutes) (Available on Blackboard Course Site and <a href="https://gvsu-kanopystreaming-com.ezproxy.gvsu.edu/video/slavery-another-name">https://gvsu-kanopystreaming-com.ezproxy.gvsu.edu/video/slavery-another-name</a>) and <b>prepare answers to at least two of the film viewing guide questions</b> available on Blackboard</p> <p><b>Read:</b> Yes Magazine’s infographic “40 Acres and a Mule would be at least \$6.4 Trillion Today – What the U.S. Really Owes Black America” <a href="http://www.yesmagazine.org/issues/make-it-right/infographic-40-acres-and-a-mule-would-be-at-least-64-trillion-today">http://www.yesmagazine.org/issues/make-it-right/infographic-40-acres-and-a-mule-would-be-at-least-64-trillion-today</a></p>
<p><b>Lecture 6</b> <b>(9/15/2016)</b></p>	<p><b>COOLIE AND CONTRACT LABOR IN THE 18<sup>TH</sup> CENTURY</b></p> <p><b>Read:</b> Chapters 1 and 2 (“The Sugar Kingdom: The Making of Plantation Hawaii” and “The Uprooted”) in Takaki, Ronald. <i>Pau Hana: Plantation Life and Labor in Hawaii, 1835-1920</i>. Honolulu: University of Hawaii Press, pp 3-56.</p> <p><b>Read:</b> Behal, Rana P. “Coolie Drivers or Benevolent Paternalists? British Tea Planters in Assam and the Indenture Labour System”. <i>Modern Asian Studies</i> 44.1 (2010): 29–51.</p> <p><b>Optional Read (Blackboard):</b> “‘Cosa de Cuba!’: American Literary Travels, Empire, and the Contract Coolie” in Wong, Edlie L. (2015) <i>Racial Reconstruction: Black Inclusion, Chinese Exclusion, and the Fictions of Citizenship</i>. New York: New York University Press, pp. 17-68.</p> <p><b>Optional Read (Blackboard):</b> Chapter 2 “Coolies” in Lee, Erika. (2015) <i>The Making of Asian American</i>. New York: Simon &amp; Schuster, pp. 34-56.</p> <p><b>Notes/Comments on EITHER <i>Pau Hana</i> chapters one and two OR “Coolie Drivers or Benevolent Paternalists?” due at the beginning of class</b></p>
<b>WEEK 4</b>	
<p><b>Lecture 7</b> <b>(9/20/2016)</b></p>	<p><b>19<sup>TH</sup> CENTURY TRANS-PACIFIC MIGRATION AND COLONIZATION FUELED MIGRATION</b></p>

	<p><b>Read:</b> Introduction “Defining U.S. Colonial Experiences” in Poblete, Joanna (2014) <i>Islanders in the Empire: Filipino and Puerto Rican Laborers in Hawai’i</i>. Urban, IL: University of Illinois Press, 1-24.</p> <p><b>Read:</b> Chapter 1 “Los Chinos in New Spain and Asians in Early Americas” in Lee, Erika. (2015) <i>The Making of Asian American</i>. New York: Simon &amp; Schuster, pp. 15-33.</p> <p><b>Optional Read (Blackboard):</b> Chapter 3 “Recruitment and Passage: Transpacific Migration of Japanese Prostitutes to the North American West” in Oharazeki, Kazuhiro. (2016) <i>Japanese Prostitutes in the North American West, 1887-1920</i>. Seattle: University of Washington Press, pp. 67-94.</p>
<b>Lecture 8 (9/22/2016)</b>	<p><b>TRANSNATIONAL LABOR AND MIGRATION</b></p> <p><b>Read:</b> Chapter 4: Labor Diaspora and the Global Racial System in Rana, Junaid. (2011) <i>Terrifying Muslims: Race and Labor in the South Asian Diaspora</i>. Durham, NC: Duke University Press, pp. 97-133.</p> <p><b>Read:</b> Jureidini, Ray. "Trafficking and Contract Migrant Workers in the Middle East." <i>International migration (Geneva, Switzerland)</i> 48.4 (2010): 141-163.</p> <p><b>Notes/Comments on EITHER <i>Terrifying Muslims</i> chapter one OR “Trafficking and Contract Migrant Workers...” due at the beginning of class</b></p>
<b>WEEK 5</b>	
<b>Lecture 9 (9/27/2016)</b>	<p><b>THE POLITICS OF TRANSNATIONAL CARE</b></p> <p><b>Read:</b> Parrenas, Rhacel Salazar. “Migrant Filipina Domestic Workers and the International Division of Reproductive Labor”. <i>Gender and Society</i> 14.4 (2000): 560–580.</p> <p><b>Read:</b> Hochschild, Arlie Russell. (2002) “Love and Gold” in Ehrenreich, Barbara and Arlie Russell Hochschild (Eds.) <i>Global Woman: Nannies, Maids, and Sex Workers in the New Economy</i>. New York: Owl Books, pp. 15-30.</p>
<b>Lecture 10 (9/29/2016)</b>	<p><b>ASYNCHRONOUS CLASS – Documentary Response Assignment #1</b></p> <p>Students must <b>watch</b> the documentary <i>Not My Life</i> (2011; 65 minutes) and <b>read</b> two out of the five sections in Shelley, <i>Human Trafficking</i> Part III.</p>
<b>WEEK 6</b>	
<b>Lecture 11 (10/4/2016)</b>	<p><b>THE ECONOMICS OF HUMAN TRAFFICKING</b></p> <p><b>Read:</b> Shelley, <i>Human Trafficking</i> – Part II</p> <p><b>Documentary Response <i>Not My Life</i> (2011) Due at the beginning of class</b></p>
<b>Lecture 12 (10/6/2016)</b>	<p><b>SEX TRAFFICKING</b></p> <p><b>Read:</b> Suchland, <i>Economies of Violence</i> – Introduction and Part I</p>
<b>WEEK 7: SEX TRAFFICKING</b>	
<b>Lecture 13 (10/11/2016)</b>	<p><b>Read:</b> Suchland, <i>Economies of Violence</i> – Part II</p>

<b>Lecture 14</b> (10/13/2016)	<b>Read:</b> Suchland, <i>Economies of Violence</i> – Part III
<b>WEEK 8: THE TRAFFIC IN CHILDREN</b>	
<b>Lecture 15</b> (10/18/2016)	<b>Read:</b> Siegal, <i>Finding Fernanda</i> – Part I
<b>Lecture 16</b> (10/20/2016)	<b>Read:</b> Siegal, <i>Finding Fernanda</i> – Part II  <b>Optional Read (Blackboard):</b> Riley, Mark. (2016, May 16) “Volunteers are fueling the growth of orphanages in Uganda. They need to stop.” <i>The Guardian</i> . Available at: <a href="http://www.theguardian.com/global-development-professionals-network/2016/may/16/volunteers-stop-visiting-orphanages-start-preserving-families">http://www.theguardian.com/global-development-professionals-network/2016/may/16/volunteers-stop-visiting-orphanages-start-preserving-families</a>
<b>WEEK 9: THE TRAFFIC IN CHILDREN</b>	
<b>Lecture 17</b> (10/25/2016)	<b>Read:</b> Siegal, <i>Finding Fernanda</i> – Part III  <b>Optional Read (Blackboard):</b> Meghan Twohey’s <i>Reuters</i> investigative report on re-homing: <a href="http://www.reuters.com/investigates/adoption/#article/part1">http://www.reuters.com/investigates/adoption/#article/part1</a> .
<b>Lecture 18</b> (10/27/2016)	<b>ASYNCHRONOUS CLASS – Documentary Response Assignment #2</b>  Students must <b>watch</b> the documentary <i>In the Matter of Cha Jung Hee</i> (2010; 62 minutes) and <b>read</b> McKee, Kimberly (2016) “Monetary Flows and the Movements of Children: The Transnational Adoption Industrial Complex.” <i>Journal of Korean Studies</i> , Vol. 21, No. 1 (Spring 2016): 137-178.
<b>WEEK 10</b>	
<b>Lecture 19</b> (11/1/2016)	<b>THE GLOBAL SURROGACY INDUSTRY</b>  <b>Read:</b> Excerpts from Sharmila Rudrappa, <i>Discounted Life: The Price of Surrogacy in India</i> (2015, New York University Press): Introduction (pp. 1-19), Chapter 3 (pp. 66-80), Chapter 4 (pp. 83-98), and Chapter 5 (pp. 99-125)  <b>Documentary Response <i>In the Matter of Cha Jung Hee</i> (2010) Due at the beginning of class</b>
<b>Lecture 20</b> (11/3/2016)	<b>CHILD SOLDIERS</b> <b>Meet in Mary Idema Pew Library (Allendale Campus) Computer Lab 002.</b>  <b>Read:</b> Tynes, Robert, and Bryan R. Early. "Governments, Rebels, And The Use Of Child Soldiers In Internal Armed Conflicts: A Global Analysis, 1987-2007." <i>Peace Economics, Peace Science, &amp; Public Policy</i> 21.1 (2015): 79-110.  <b>Group Presentation Guidelines Provided</b>
<b>WEEK 11</b>	
<b>Lecture 21</b> (11/8/2016)	<b>ASYNCHRONOUS CLASS – Research Day</b>  <b>Group Contract Due via Email</b> to Professor McKee by 11:59pm EST. The document must

	be saved as a PDF. Your group members must be included on the email.
<b>Lecture 22 (11/10/2016)</b>	<b>ASYNCHRONOUS CLASS – Research Day</b>  Students should use this time to conduct scholarly research on their particular topic. Sources must come from reputable academic university presses, journals, or reputable governments and NGOs.
<b>WEEK 12: GROUP PROJECTS</b>	
<b>Lecture 23 (11/15/2016)</b>	<b>Meet in Mary Idema Pew Library (Allendale Campus) Computer Lab 002.</b>  Students should bring their sources to start working on their digital timeline projects.
<b>Lecture 24 (11/17/2016)</b>	<b>ASYNCHRONOUS CLASS – Research Day</b>  Students have time to work on group projects. Students must email me a summary of what occurred during their group meeting. All group members must be copied on the email to Professor McKee.
<b>WEEK 13: GROUP PROJECTS</b>	
<b>Lecture 25 (11/22/2016)</b>	<b>Meet in Mary Idema Pew Library (Allendale Campus) Computer Lab 002.</b>  Students should bring relevant materials to draft the script for their digital timeline projects.
<b>Lecture 26 (11/24/2016)</b>	<b>NO CLASS: Thanksgiving Recess</b>
<b>WEEK 14</b>	
<b>Lecture 27 (11/29/2016)</b>	<b>MIGRANTS AND UNDOCUMENTED IMMIGRANTS</b>  <b>Read:</b> Hilgers, Lauren. (2014, October 13) "The Kitchen Network: America's Underground Chinese Restaurant Workers." <i>The New Yorker</i> . Available at: <a href="http://www.newyorker.com/magazine/2014/10/13/cooka%C2%80%C2%99s-tale">http://www.newyorker.com/magazine/2014/10/13/cooka%C2%80%C2%99s-tale</a>  <b>Read:</b> Broeders, D., & Engbersen, G. (2007). "The fight against illegal migration: Identification policies and immigrants' counterstrategies." <i>The American Behavioral Scientist</i> , 50(12), 1592-1609. Retrieved from <a href="http://search.proquest.com.ezproxy.gvsu.edu/docview/214755712?accountid=39473">http://search.proquest.com.ezproxy.gvsu.edu/docview/214755712?accountid=39473</a>  <b>Read:</b> Leisy, J. A. (2006). "I can't go to college because I don't have papers": Incorporation patterns of latino undocumented youth. <i>Latino Studies</i> , 4(3), 212-231. doi: <a href="http://dx.doi.org.ezproxy.gvsu.edu/10.1057/palgrave.lst.8600200">http://dx.doi.org.ezproxy.gvsu.edu/10.1057/palgrave.lst.8600200</a>  <b>Read:</b> Abelson, Max. (2015, February 25) "How an Undocumented Immigrant From Mexico Became a Star at Goldman Sachs." <i>Bloomberg</i> . Available at: <a href="http://www.bloomberg.com/news/articles/2015-02-25/how-an-undocumented-immigrant-from-mexico-became-a-star-at-goldman-sachs">http://www.bloomberg.com/news/articles/2015-02-25/how-an-undocumented-immigrant-from-mexico-became-a-star-at-goldman-sachs</a> .  <b>Read:</b> Vargas, Jose Antonio. (2011, June 22) "My Life as an Undocumented Immigrant." <i>The New York Times</i> . Available at: <a href="http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html?_r=0">http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html?_r=0</a> .  <b>Optional Read (Blackboard):</b> Welch, Michael, and Liza Schuster. "Detention of Asylum Seekers in the UK and USA: Deciphering Noisy and Quiet Constructions." <i>Punishment &amp;</i>

	<p><i>Society</i> 7.4 (2005): 397-417.</p> <p><b>Optional Read (Blackboard):</b> Garance Burke and Adrian Sainz (May 2, 2016) “AP Exclusive: Migrant children kept from enrolling in school”  <a href="http://bigstory.ap.org/article/b7f933ef6e054c2ca8e32bd9b477e9ab/ap-exclusive-migrant-children-kept-enrolling-school?nc=1462278019509">http://bigstory.ap.org/article/b7f933ef6e054c2ca8e32bd9b477e9ab/ap-exclusive-migrant-children-kept-enrolling-school?nc=1462278019509</a></p> <p><b>Optional Read (Blackboard):</b> Lee, Esther Yu-His. (2016, May 3) “Texas Detention Center Criticized for Being ‘Baby Jail’ Gets Child Care License Anyway.” <i>Think Progress</i>  <a href="http://thinkprogress.org/immigration/2016/05/03/3774741/karnes-child-care-license/">http://thinkprogress.org/immigration/2016/05/03/3774741/karnes-child-care-license/</a></p>
<b>Lecture 28 (12/1/2016)</b>	<p><b>REFUGEES</b></p> <p><b>Read:</b> Chapter 3 “The Refugee as an Ethical Figure” in Ong, Aihwa. (2003) <i>Buddha is Hiding: Refugees, Citizenship, and the New America</i>. Berkeley, CA: University of California Press, pp. 69-90.</p> <p><b>Read:</b> Introduction and Conclusion in Tang, Eric. (2015) <i>Unsettled: Cambodian Refugees in the NYC Hyperghetto</i>. Philadelphia, PA: Temple University Press, pp. 1-27, 157-179.</p> <p><b>Digital Project Evaluation Packet Due at the Beginning of Class</b>  <b>Final Reflection Guidelines Provided In Class</b></p>
<b>12/3/2016</b>	<b>Digital Videos Due online at 11:59 PM EST via Blackboard link</b>
<b>WEEK 15</b>	
<b>Lecture 29 (12/6/2016)</b>	<b>Group Project Presentation Video Screening and Comments</b>
<b>Lecture 30 (12/8/2016)</b>	<p><b>STRATEGIES TO COMBAT TRAFFICKING AND SLAVE LABOR</b></p> <p><b>Read:</b> Kara, Siddharth. "Designing More Effective Laws Against Human Trafficking." <i>Journal Of International Human Rights</i> 9.2 (2011): 123-147.</p> <p><b>Read:</b> Chapkis, Wendy. “Trafficking, Migration, and the Law: Protecting Innocents, Punishing Immigrants”. <i>Gender and Society</i> 17.6 (2003): 923–937.</p>
<b>WEEK 16</b>	<b>Final Reflection Due (Wednesday, December 14 at 11:59 PM EST via Blackboard)</b>



## **LIB/HST/HRT 319 Human Traffic and Trafficking**

### **Issues - Globalization**

This course is part of GVSU's General Education Program. LIB/HST/HRT 319 is designed to help you learn:

1. How to link course material to globalization.
2. How complementary and competing perspectives contribute to the ongoing discussion about health about globalization.
3. Collaboration, which is the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time. Students will:
  - Contribute to the development of shared goals within the group.
  - Contribute their own knowledge and expertise to the group.
  - Participate actively and responsibly in all group activities.
  - Honestly assess their own contributions and the contributions of others.
4. Integration, which is the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations. Students will:
  - Draw conclusions from examples, facts, and/or theories from more than one field of study or perspective.
  - Adapt and apply skills, abilities, theories, or methods to explore complex issues in original ways.
  - Effectively communicate synthesized knowledge in ways that are inclusive of diverse audiences and perspectives.
  - Demonstrates Self-reflection, building on prior experiences and responding to new and challenging contexts presented in the course.
5. Problem solving, which is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals. Students will:
  - Construct clear and insightful problem statements that prioritize relevant contextual factors.
  - Identify multiple approaches for solving the problem within the given context.
  - Design and fully explain proposed solutions that demonstrate deep comprehension of the problem.
  - Evaluate the feasibility of solutions considering aspects such as the historical context and ethical, legal, or practical impact of potential solutions.

Teaching in the liberal tradition is at the heart of Grand Valley's identity, and this focus is critical in our General Education Program. Liberal education transcends the acquisition of information; it goes beyond the factual to ask important evaluative and philosophical questions. Liberal learning holds the fundamental principles and suppositions of a body of knowledge up to inquiry, question, and discussion. It helps a person recognize the assumptions under which he or she operates and encourages the examination and questioning of those assumptions. Liberal learning begins in the General Education Program and continues through the more specialized studies comprising each student's major and minor areas of study.

*Grand Valley State University educates students to shape their lives, their professions, and their societies.*