

**HUMAN TRAFFICKING IN THE UNITED STATES:**  
**PUBLIC POLICY AND POLITICAL DISCOURSE**

Professor Vanessa Bouché  
[vanessa.bouche@tcu.edu](mailto:vanessa.bouche@tcu.edu)  
Office: Scharbauer 2012B  
Office Hours: by appointment M & W  
Office Phone: 817-257-4218  
Cell Phone: 513-225-1542

Term: Spring 2015  
Class time: M 6-9pm  
Classroom: Reed 202  
Course Number: POSC 31443  
Class Number: 30708

**COURSE DESCRIPTION**

This course is an introduction to the public policy issue of human trafficking. In many ways, this one issue is an ideal case study of the complexity of public policymaking. Students will learn through this issue about the interplay of social movements, competing interest groups, the U.S. government, and international organizations in shaping policy.

We will study the issue of human trafficking via the framework set forth by the federal anti-trafficking law—prevention, protection, and prosecution—and we will consider the perspectives of the different stakeholders of anti-trafficking policy, including law enforcement, prosecutors, policymakers, judges, bureaucrats, the public, competing interest groups, and victims. By the end of the course, students will have a sophisticated understanding of the multi-faceted nature of human trafficking as it is viewed through different lenses, as well as an appreciation for the “messiness” inherent in the public policymaking process of a democracy in a globalized era.

In addition to the traditional classroom approach to learning, students in this course have a unique opportunity to learn about this issue through hands-on experiential learning. The service-learning component complements the classroom experience by enabling students to engage in anti-trafficking work in an applied setting.

**COURSE TEXT:**

Bales, Kevin and Ron Soodalter. 2009. *The Slave Next Door: Human Trafficking and Slavery in America Today*. Berkley: University of California Press.

Course packet for purchase in Political Science Department for \$15 (must pay with cash)

## COURSE REQUIREMENTS

**Attendance/Participation:** You are required to attend and participate in every class. I will take attendance and absences will be counted against your grade--each absence is a 5% deduction from your total attendance grade (so 1 unexcused absence = 95%). Official absences will not be counted against your grade. The only absences that TCU considers official are university related absences for official university sponsored events, and those notifications come to me directly from the university. Otherwise illnesses or other absences can warrant make-up work, but they are at my discretion and require documentation. Illnesses, deaths in the family, etc. may allow you to make-up missed work if appropriate documentation (as determined by me) is provided. That documentation must be submitted within one week of returning to class after the said incident. I may deny your request to complete make-up work for a non-official absence, depending on the circumstances and documentation. You should also note that your excuses for absences on exam days or assignment due dates will be scrutinized more carefully than regular class days and you should not assume you will get to make up any work as a result of your absence. An absence on an exam date without adequate documentation will result in a zero for that percentage of your grade.

In order to facilitate an effective learning environment, you will be expected **to turn off your cellphones** and refrain from their use during our class. **Computers/tablets may be used for taking notes, but not for other activities** such as web browsing, email, Facebook, Twitter, etc. I expect you to keep such applications closed during class. Should such inappropriate uses become an issue, I will ask that all computers/tablets be shut down.

Beyond presence, your participation will also be important and will contribute to your grade. I reserve the right to adjust your grade up or down on the basis of your participation. I will evaluate your participation on the basis of several considerations:

- preparation, including knowledge of facts and details of readings;
- logical consistency, appropriateness to the discussion, originality, and use of relevant evidence in the arguments/comments made;
- comments that are clear, concise, enthusiastic, and civil;
- the extent to which comments contribute to the discussion, such as building on ideas of others, providing constructive criticism, asking constructive questions, etc.

I recognize that participating in class discussion is difficult for some students. Nevertheless, generating participation from all students is an important goal of this course, especially in the context of the foreign policy cases we will examine. I would prefer to rely on volunteers for comments, but I will call on individuals who refrain from speaking. If you are uncomfortable with speaking in class, please see me for suggestions on how best to proceed.

*Attendance and participation is worth 10% of your total grade.*

**Reading Assignments:** You are required to read what is assigned for every class. There will be pop quizzes on the assigned reading, as well as current events related to human trafficking. This means that in addition to the assigned readings, you must keep up with the newsfeed on human trafficking on the course blog. If you keep up with the readings and the newsfeed on the blog, the quizzes should be straightforward. Quizzes will not be announced and can occur at any time during our class period. If you miss a quiz because you came late, left early, or did not attend class you will receive a zero, there are NO make-ups. In the event you miss a quiz and your absence is considered “excused,” the missed quiz will simply be omitted from your average. *The quizzes are worth a total of 10% of your grade.*

**Class Blog:** The class will be broken into four different “experiential learning” groups, and each group will be required to do three site visits. After each site visit, students must write a 300-500-word blog entry, *which must be posted to the class blog no later than one week after the site visit.* Five points will be deducted from your blog grade for each day it is late. If you fail to attend one of the experiential learning days, you automatically receive a zero for that blog post.

I have uploaded the grade rubric for the blog entries to Dropbox for your reference, as well as a document containing sample questions for you to consider as you write your blog entries.

The class blog is **tcuonhumantrafficking.blogspot.com** and all students will be given “author” access to the blog. There are many good websites that provide excellent advice on how to write a good blog entry. Each blog post is worth 7% of your grade for a total of 21% of your grade.

4 groups:

- Jail
- Demand
- RISE Court
- Cassata

**Debates:** There will be 5 debates over the course of the semester. The debate topics are posted to LearningStudio and students must sign up on a first-come, first-served basis for the topic and position they would like to take. The debate topics are roughly scheduled around what has been discussed in class the previous week. The format for the debates, as well as the grading criteria for the debates, is posted to LearningStudio for your reference. The debate is worth 10% of your grade.

**Midterm Exam:** There will be a multiple-choice midterm exam on March 2 during half of the class time (1.5 hours). Everything in the readings and lectures is fair game for the exam. The midterm is worth 20% of your total grade.

**Final Exam:** Your final exam will be a comprehensive multiple-choice exam that will take place during finals week. Everything in the readings and lectures is fair game for the exam. The final exam is worth 29% of your total grade.

### **ACADEMIC MISCONDUCT**

\*\*Academic Misconduct (Sec. 3.4 from the Student Handbook) –Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog (Student Policies>Academic Conduct Policy Details; [http://www.catalog.tcu.edu/current\\_year/undergraduate/](http://www.catalog.tcu.edu/current_year/undergraduate/)). Specific examples include, but are not limited to:

- Cheating: Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- Plagiarism: The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
- Collusion: The unauthorized collaboration with another in preparing work offered for credit.

### **DISABILITY**

Student Disabilities: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Services for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Adequate time must be allowed to arrange accommodations, and accommodations are not retroactive. Therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at <http://www.acs.tcu.edu/DISABILITY.HTM>.

### **GRADING SCALE**

A = 93-100      C+ = 77-79

A- = 90-92	C = 73-76
B+ = 87-89	C- = 70-72
B = 83-86	D+ = 67-69
B- = 80-82	D = 60-66
	F = < 60

## **DUE DATES & GRADE BREAKDOWN**

Attendance/Participation	10%	
Pop Quizzes	10%	
Blog Entries	21%	3 over course of semester
Debate	10%	
Midterm Exam	20%	
Final Exam	29%	

## **COURSE SCHEDULE**

### **Jan. 12: Overview + Theoretical/Historical Narrative**

### **Jan. 19: No class, MLK Day**

### **Jan. 26: Theoretical/Historical Narrative**

George, Robert. 2008. "Natural Law, God, and Human Rights." (watch lecture; LearningStudio)

Bush, M.L., *Servitude in Modern Times*, Chapter 1 & Conclusion. (LearningStudio)

Quirk, Joel. 2012. "Uncomfortable Silences: Contemporary Slavery and the "Lessons" of History" in Alison Brysk and Austin Choi-Fitzpatrick (eds.) *From Human Trafficking to Human Rights: Reframing Contemporary Slavery*. (LearningStudio)

### **Feb. 2: Legal Framework**

Palermo Protocol (course packet)

Bales, Kevin and Ron Soodalter. 2009. *The Slave Next Door: Human Trafficking and Slavery in America Today*. Chapters 8 & 9.

## **SEX TRAFFICKING**

### **Feb. 9: The sex trafficking debate**

WATCH lecture by Catherine McKinnon on LearningStudio

Weitzer, Ronald. 2007. "The Social Construction of Sex Trafficking: Ideology and institutionalization of a moral crusade." *Politics & Society* 35(3): 447-475.

**Debate #1:** Prostitution is inherently exploitative.

### **Feb. 16: Supply of sex trafficking victims**

Bales, Kevin and Ron Soodalter. 2009. *The Slave Next Door: Human Trafficking and Slavery in America Today*. Chapter 4.

Roe-Sepowitz, Dominique. 2012. "Juvenile Entry into Prostitution: The Role of Emotional Abuse," *Violence Against Women* 18(5): 562-579.

Hopper, Elizabeth and Jose Hidalgo. 2006. "Invisible Chains: Psychological Coercion of Human Trafficking Victims." *Intercultural Human Rights Law Review*, Vol. 1.

### **Feb. 23: Demand for commercial sex**

Janson, Lara. 2013. "Our Great Hobby: An analysis of online networks for buyers of sex in Illinois." *Chicago Alliance Against Sexual Exploitation*. Pp. 1-7 (Exec. Summary and Key Findings).

Malarek, Victor. 2009. *The Johns: Sex for Sale and the Men Who Buy It*. Chapters 1, 8 & 13.

MacKinnon, Catherine. 2005. "Pornography as Trafficking," *Michigan Journal of International Law* 26(4).

**Debate #2:** Pornography is sex trafficking.

### **Mar. 2: Midterm & Watch documentary**

### **Mar. 9: No class, Spring Break**

## **LABOR TRAFFICKING IN THE U.S.**

### **Mar. 16: Overview of labor trafficking in the U.S.**

Bales, Kevin and Ron Soodalter. 2009. *The Slave Next Door: Human Trafficking and Slavery in America Today*. Chapters 2, 3 & 5.

### **Mar. 23: Supply of forced labor**

Dinan, Kinsey Alden. "Globalization and national sovereignty: From migration to trafficking." In *Trafficking in Humans: Social, Cultural, and Political Dimensions*.

Understanding the Organization, Operation, and Victimization Process of Labor Trafficking in the United States: Executive summary

### **Mar. 30: Demand for forced labor**

**\*\*Must take Slavery Footprint and bring results to class\*\***

Barber, Benjamin R. 2007. *Consumed: How Markets Corrupt Children, Infantilize Adults, and Swallow Citizens Whole*, Chapter 1.

WATCH The Story of Stuff.

<https://www.youtube.com/watch?v=9GorqroigqM&list=PLnNHqlhl78vDvneESNigYk7riLP8zllZu&index=2>

**Debate #4:** That capitalism drives demand for labor trafficking.

### **Apr. 6: Protection for labor trafficking victims in the U.S.**

Chacón, Jennifer. 2010. "Tensions and Tradeoffs: Protecting trafficking victims in the era of immigration enforcement." *University of Pennsylvania Law Review* Vol. 158. (LearningStudio)

Brennan, Denise. 2010. "Thoughts on Finding and Assisting Individuals in Forced Labor in the USA," *Sexualities* 13(2):139-152. (LearningStudio)

**Debate #3:** Undocumented workers who have been trafficked in the United States should be deported.

### **Apr. 13: Supply chain enforcement**

Pickles, John and Shengjun Zhu. 2013. "The California Transparency in Supply Chains Act." *Capturing the Gains: Economic and social upgrading in global production networks*, Working Paper 15. (LearningStudio)

ABA Model Business Conduct Standards (LearningStudio)

**Debate #5:** That businesses should be penalized for forced labor in their supply chains.

### **Apr. 20: Other methods of corporate accountability**

Mattar, Mohamed. 2012. "Corporate liability for violations of international human rights law" in Ato Quayson and Antonela Arhin (eds.) *Labour Migration, Human Trafficking and Multinational Corporations*.

Andrees, Beate and Patrick Belser. 2009. "Strengthening Labor Market Governance Against Forced Labor" in Beate Andrees and Patrick Belser (eds.) *Forced Labor: Coercion and Exploitation in the Private Economy*.

Balch, Oliver. "Corporate initiative can play a major role in anti-trafficking movement," *The Guardian*, April 3, 2013.

#### **Apr. 27: Abolition**

Bales, Kevin and Ron Soodalter. 2009. *The Slave Next Door: Human Trafficking and Slavery in America Today*. Chapters 6 & 7.

Bales, Kevin and Austin Choi-Fitzpatrick. 2012. "The Anti-Slavery Movement: Making Rights Reality" in Alison Brysk and Austin Choi-Fitzpatrick (eds.) *From Human Trafficking to Human Rights: Reframing Contemporary Slavery*.