

**Semester at Sea Course Syllabus**  
**Colorado State University, Academic Partner**

**Voyage:** Fall 2017  
**Discipline:** International Education  
**Course Number and Title:** IE 272 World Interdependence - Current Global Issues (Focus on Human Trafficking) (Section 2)  
**Division:** Lower  
**Faculty Name:** Dr. Nancy Janus  
**Semester Credit Hours:** 3

**Meeting:** A Day 1700-1820, Kaisersaal Port

**Prerequisites:** None

### **COURSE DESCRIPTION**

This is a course designed to heighten student awareness of the significant global problem of human trafficking. In the course we will examine various intentions for which human beings are trafficked to include prostitution, child soldiers, domestic servitude, field and factory labor, begging, international adoption, human organs and mail-order-brides. We will examine modern day slavery as it relates to human trafficking, and will give attention both to trafficking of adults and of children. You will consider the difference between human smuggling and human trafficking. Since human trafficking is a global problem, we will look at the geographical routes that it commonly takes, and you will develop understanding of factors in both the source countries and destination countries that allow trafficking to persist. We will examine international efforts to address human trafficking via prevention, rescue and rehabilitation of victims.

### **COURSE OBJECTIVES**

Upon completion of this course:

1. Students will understand human trafficking as “one of the worst forms of child labor” as defined by the International Labor Organization, Convention C182.
2. Students will be able to define human trafficking as spelled out by the 2000 Protocol to Suppress Trafficking in Persons Especially Women and Children.
3. Students will understand human trafficking as a global problem as well as a serious domestic problem within the United States.
4. Students will be able to explain what makes a country a source, transit or destination country for human trafficking.
5. Students will be familiar with statistics reported about numbers of human trafficking victims and amounts of money earned by traffickers.
6. Students will explain the factors that contribute to global human trafficking such as poverty, government and police corruption, etc.
7. Students will be able to identify push and pull factors within countries that maintain the problem of human trafficking.

8. Students will be familiar with various forms of human trafficking, including sex trafficking, labor trafficking, trafficking for domestic servitude, bride trafficking, organ trafficking, trafficking of babies for adoption, child conscription into military forces and Trokosi slavery.
9. Students will understand the difficulties in researching human trafficking.
10. Students will be familiar with international and country-specific efforts to address human trafficking.
11. Students will know how to protect themselves from becoming victims of human trafficking.

## TEXTBOOKS

AUTHOR: Bales, K. and Trodd, Z.  
 TITLE: *To plead our own cause: Personal stories by today's slaves*  
 PUBLISHER: Ithaca, NY: Cornell University Press  
 ISBN: 10:0801474388  
 DATE/EDITION: 2008

AUTHOR: Nichols, A.J.  
 TITLE: *Sex trafficking in the United States: Theory, research, policy and practice*  
 PUBLISHER: New York: Columbia University Press  
 ISBN #: 9780231172639  
 DATE/EDITION: 2016

AUTHOR: Hepburn, S, and Simon, R.  
 TITLE: *Human trafficking around the world: Hidden in plain sight.*  
 PUBLISHER: New York: Columbia University Press  
 ISBN #: 978-0-231-16145-9  
 DATE/EDITION: 2013

United States Department of State. (2017). *Trafficking in persons report.*

Various supplementary e-readings

## COURSE REQUIREMENTS

**Attendance and Participation: (10% each)** You are expected to attend every class. The quality of your learning experience depends on the active contributions of all members of the class and your voice needs to be heard. 2% will be deducted for each unexcused absence. In order for an absence to be excused, please inform me prior to class that you will not be there, and the reason. Any missed assignments due or exams must be made up within one week.

**Analysis Paper:** Choose any three countries where the ship will dock. Before arrival in port, we will discuss the Trafficking in Persons report on that country. Try to predict what factors related to human trafficking you might observe in country. As you visit the country

make careful observations as to whether your predictions were correct. Remembering that human trafficking is a crime, you may see no related activity. Keep careful notes as you travel through the country. Then analyze the information from the TIP report in light of your actual observations. What were your predictions? What did you observe? Was it consistent or inconsistent with the report? What are your hypotheses based upon your observations as to reasons for the consistencies or inconsistencies?

Your analysis paper will be due at the second class after leaving the ports that you have selected. (5% each. Total 15% deduction of 2% for each class late).

**Reading Quizzes:** It is most important that you keep up on the reading assignments for this class. There will be 3 unannounced quizzes on the text and e-readings for that particular day. Each quiz will be worth 10% of your grade. Additionally there will be one optional unannounced quiz to afford you the chance of earning up to 5 extra credit percentage points. Quizzes will be multiple choice and/or short essay format. (Total 30%)

**Final Examination:** This will be an essay exam designed to show me the sorts of conclusions you have drawn about human trafficking. To prepare for it, review your class notes along with notes you have made on the text and e-reading material. (15%)

**Field class:** See details below (20%).

## GRADING SCALE

You can earn up to 100% in this course. Pass/Fail is not an option for Semester at Sea coursework. Also, grades of C-, D+ and D- are not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100% A+	87-89% B+	77-79% C+	<60% F
94-96% A	84-86% B	70-76% C	
90-93% A-	80-83% B-	60-69% D	

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor's discretion to assign a grade to the participation and attendance requirement. Participation will be demonstrated by attendance and participation in class including responses to questions, participation in class, field lab, exercises and questions raised. No more than 2 missed classes are permitted unless there are exceptional circumstances. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. The

instructor will make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## **LEARNING ACCOMMODATIONS**

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

## **STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

## **TENTATIVE COURSE SCHEDULE**

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
Depart Bremerhaven, Germany – September 9		
<b>A1 September 11</b>	Introductions and course overview	
<b>A2 September 13</b>	Definitions of human trafficking	Read the Convention On the Rights of the Child The Palermo Protocol pp. 1-5 Current Federal Laws
September 15-18 – Barcelona and Valencia, Spain		
<b>A3 September 19</b>	Additional Protocols	Read the Optional Protocol on the Sale of children, child prostitution and child

pornography, ILO  
Convention 182 and  
King article, pp. 1-3

**A4 September 21** Smuggling vs. trafficking

Read Zhang, ch.1

No Class – September 23

**A5 September 24** Smuggling vs. trafficking 2

Read Smuggling and  
Trafficking: Rights  
and intersections  
pp. 14-87

**A6 September 26** Human trafficking in Ghana

TIP report, Ghana  
Aird article

September 27-30 – Tema and Takoradi, Ghana

**Field Class Sept. 28**

**A7 October 3** Sex Trafficking  
Video, Human Trafficking

Kara, ch. 1

**A8 October 5** Sex trafficking in South Africa  
Video: Selling South Africa's Innocence

TIP report, South Africa  
Hepburn & Simon  
ch.16

Cape Town, South Africa – October 7-12

**A9 October 13** Child sex trafficking

Leary article  
Reid & Jones article

**A10 October 15** Sex tourism  
Video: Children for sale

George & Panko  
O'Grady ch. 5

No Class – October 16

**A11 October 18** Human trafficking in Mauritius  
Anti sex trafficking NGOs

TIP report, Mauritius

Port Louis, Mauritius – October 19

**A12 October 21** Rehabilitating Victims of Sex  
Trafficking

Farr, ch. 8

No Class – October 22

**A13 October 24** Organ Trafficking in India

TIP report, India

		Budiani-Saberi article Hepburn & Simon ch13
Cochin, India – October 25-30		
No Class – October 31		
<b>A14 November 2</b>	Labor Trafficking The Thai Fishing Industry	TIP report, Myanmar Urbina article
Yangon, Myanmar – November 4-8		
<b>A15 November 9</b>	Child Labor Trafficking Video: Not My Life	List of goods article pp. 6-47
No Class – November 11		
<b>A16 November 12</b>	Child Trafficking in Vietnam and Cambodia Video: Every Day in Cambodia	TIP report, Vietnam and Cambodia Kelly and McNamara Boden article
Ho Chi Minh City, Vietnam – November 14-18		
<b>A17 November 19</b>	Bride Trafficking Video: Bridal Slavery	Lovett article Triveti article
<b>A18 November 22</b>	Bride trafficking into China The gender problem Video, China's woman shortage Video, China: Unnatural selection	TIP report, China Greenhalgh article Hepburn & Simon ch15
Shanghai, China – November 24-29		
<b>A19 November 30</b>	Trafficking for domestic servitude Video: Working lives	TIP report, Japan. Government action... Hepburn ch. 2
Kobe, Japan – December 2-6		
<b>A20 December 7</b>	Domestic servitude Lisa Kristine TED talk	How to prevent...
<b>A21 December 9</b>	Baby trafficking Video: 20/20	Custer article Goldberg & Apton article
<b>A22 December 11</b>	Trafficking in America	Nichols pp. 1-82

	Video: Human Trafficking	Hepburn & Simon ch. 1
<b>A23 December 13</b>	Trafficking in America Video: The Heal Report	Nichols pp. 83-171
<b>A24 December 15</b>	Trafficking Survivors Kevin Bales Ted Talk	Bales & Trodd pp. 1-135
<b>A25 December 18 – Final examination</b>		

## FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.**  
Field Classes constitute at least 20% of the contact hours for each course.

### Field Class and Assignment

The Field Class for this course will take place on Wednesday, 27 September, in Tema, Ghana.

Class Title: Trokosi Slavery Ghana

There is a little known form of trafficking known in Ghana, Benin, Nigeria and Togo called Trokosi Slavery. In Ghana Trokosi is practiced by the Ewe tribe, primarily in the rural areas. Simply speaking, when a family member commits a crime, minor or major, the Ewe believe that a virgin girl between the ages of 8 and 15 must be sacrificed to the temple priest to earn forgiveness from the gods. The girl is his to exploit for labor and sex. Although this practice is outlawed in Ghana, estimates suggest that there are more than 5,000 Trokosi Slaves there. For our field class we will visit a Ghanaian NGO in Accra working to end this practice called International Needs Ghana. We will also visit an Ewe temple where we will meet with the priest to learn more about the Ewe traditions and practices. Finally we will visit the Center for National Culture, a large crafts market where we will shop and have the opportunity to view traditional Kente cloth woven by the Ewe people.

Field Class Learning Objectives:

1. Students will consider the religious traditions of the Ewe tribe in Ghana.
2. Students will be able to explain Trokosi slavery in Ghana
3. Students will evaluate efforts within Ghana to end the practice of Trokosi slavery.

**Methods of evaluation:** Participation in this Field Class will contribute up to 20% of your grade divided as follows:

1. Active participation in field activities and interviews. (10%)
2. 2-3 page paper describing and analyzing your impressions of trokosi slavery and the efforts to end it in Ghana. Discuss why you think it persists despite anti-slavery conventions and activities in Ghana. What sorts of interventions would help to end the practice. Describe what you think the effect on the normal development of the trokosi would be and how she might be rehabilitated upon her release. Due in class October 5, 2017. (10%).

## SUPPLEMENTARY READINGS

These readings are all required assignments. This list is in the order in which the assignments must be read.

Convention on the rights of the child. (1989). Retrieved from:

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>.

Protocol to prevent, suppress and punish trafficking in persons especially women and children, supplementing the United Nations convention against transnational organized crime. (2000). Retrieved from:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/ProtocolTraffickingInPersons.aspx>.

Current federal laws. (n.d.) Retrieved from: <https://polarisproject.org/current-federal-laws>.

Optional protocol to the Convention on the Rights of the Child on the sale children, child prostitution and pornography. (2000). Retrieved from:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPSCCRC.aspx>.

Worst forms of child labor convention. (1999). Retrieved from:

[http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILLO\\_CODE:C182](http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILLO_CODE:C182).

King, L. (n.d.) International law and human trafficking. *Topical Research Digest: Human Rights and Human Trafficking*. Retrieved from:

<http://www.du.edu/korbel/hrhw/researchdigest/trafficking/InternationalLaw.pdf>.

Zhang, S. (2007). *Human smuggling and trafficking in persons*. Westport, CT: Praeger Publications.

Smuggling and trafficking: Rights and intersections. (2011). Retrieved from:

[http://gaatw.org/publications/Working\\_Papers\\_Smuggling/WPonSmuggling\\_31\\_Mar2012.pdf](http://gaatw.org/publications/Working_Papers_Smuggling/WPonSmuggling_31_Mar2012.pdf).

- Aird, S. (n.d.), Ghana's slaves to the Gods. Retrieved from <https://www.wcl.american.edu/hrbrief/v7i1/ghana.htm>
- Kara, S. (2009). *Sex trafficking: Inside the business of modern day slavery*. New York: Columbia University Press.
- Leary, M.G. (2014). Fighting fire with fire: Technology in child sex trafficking. *Duke Journal of Gender Law and Policy*. 21(2) 289-323.
- Reid, J,A, and Jones, S. (2011). Exploited vulnerability: Legal and psychological perspectives on child sex trafficking victims. *Victims and Offenders*. 6(2) p.207-231. DOI: 10.1080/15564886.2011.557327.
- George, B.P. & Panko, T.R. (2011). Child sex tourism: Facilitating conditions, legal remedies and other interventions, *Vulnerable Children and Youth Studies*. 6(2), 134-143.
- O'Grady,R. (1992) *The child and the tourist*. Bangkok: ECPAT.
- Farr, K. (2005). *Sex trafficking*. New York: Worth Publishers.
- Bagheri, A. (2016). Child organ trafficking: Global reality and inadequate international response. *Medical Health Care and Philosophy*. 19, 239. doi: 10.1007/s1 1019-015-9671-4.
- Urbina, I. (2015, July 27). Sea slaves: The human misery that feeds pets and livestock. *New York Times*. Retrieved from <http://www.nytimes.com/2015/07/27/world/outlaw-ocean-thailand-fishing-sea-slaves-pets.html>
- List of goods produced by child labor or forced labor. (2016). Retrieved from [www.dol.gov/sites/default/files/documents/ilab/reports/child-labor/findings/TVPRA\\_Report2016.pdf](http://www.dol.gov/sites/default/files/documents/ilab/reports/child-labor/findings/TVPRA_Report2016.pdf)
- Kelly, A. & MacNamara, M. (2015, May 23). 3000 children enslaved in Britain after being trafficked from Vietnam. New York: The Guardian, US edition. Retrieved from: [www.theguardian.com/global-development/2015/may/23/vietnam-children-trafficking-nail-bar-cannabis](http://www.theguardian.com/global-development/2015/may/23/vietnam-children-trafficking-nail-bar-cannabis).
- Boden, A. (2012). Human trafficking in Cambodia: Report from the Princeton University Office of Religious Life. Retrieved from <https://lisd.princeton.edu/sites/lisd/files/Boden.pdf>.
- Lovett, L. (2016, September 2). Vietnam wakes up to its human trafficking problem. Geneva: IRIN. Retrieved from:

[www.irinnews.org/news/2016/09/02/vietnam-wakes-its-human-human-trafficking-problem](http://www.irinnews.org/news/2016/09/02/vietnam-wakes-its-human-human-trafficking-problem).

Triveti, I. (May, 22, 2015). When a bride to be is a bride to buy. *Foreign Affairs*. Retrieved from: [www.foreignaffairs.com/articles/india/2015-05-22/when-bride-be-bride-buy](http://www.foreignaffairs.com/articles/india/2015-05-22/when-bride-be-bride-buy).

Greenhalgh, S. (2013). Patriarchal demographics? China's sex ratio reconsidered. *Population and Development Review*. 38:149. Doi: 10.1111/j.1728-4457.2013.00556.x

Office to Monitor and Combat Trafficking in Persons. (2011). Government action to address involuntary domestic servitude. Retrieved from: [www.state.gov/documents/organization/167442.pdf](http://www.state.gov/documents/organization/167442.pdf).

Office of the Special Representative and Co-ordinator for Combating Trafficking in Human Beings. (2014). How to prevent trafficking for domestic servitude in diplomatic households and protect private domestic workers. Retrieved from: [www.ungift.org/doc/knowledgehub/resource-centre/2014/Human\\_Trafficking\\_in\\_Diplomatic\\_Households.pdf/](http://www.ungift.org/doc/knowledgehub/resource-centre/2014/Human_Trafficking_in_Diplomatic_Households.pdf/)

Custer, C. (2013, July 25). Kidnapped and sold inside the dark world of child trafficking in China. *The Atlantic*. Retrieved from: [www.theatlantic.com/china/archive/2013/07/kidnapped-and-sold-inside-the-dark-world-of-child-trafficking-in-china/278107/](http://www.theatlantic.com/china/archive/2013/07/kidnapped-and-sold-inside-the-dark-world-of-child-trafficking-in-china/278107/)

Goldberg, A. & Apton, D. (2005, March 25). U.S. families learn truth about adopted Cambodian children. *ABC News*. Retrieved from: <http://abcnews.go.com/2020/international/story?id=611826&page=1>