Course Objectives:
Slavery is universally outlawed, yet there are approximately 30 million slaves in the world today. This problem is global as well as local, existing as far away as Nepal and Bangladesh and as close as I-20. How does global slavery still exist? Why are people brought into slavery, and how are slaves transported between and within countries? What is being done – at global, national, and local levels -- to stop slavery? The goal of this course is to address these, and other, issues regarding modern slavery and human trafficking. Specifically, we will investigate the types of slavery, such as bonded labor and forced prostitution, the political, legal, economic and social dimensions of global slavery and human trafficking, and ways in which a broad variety of international and nongovernmental organizations respond to this crisis.

Required Texts:

Texts are available for purchase at the UAB Bookstore. Unless indicated otherwise, all other readings are available on the Canvas page for the course.

Course Requirements:

PSC 295 Students:
Class Participation (10%)
The learning process is very much a “two-way street” requiring the active participation of both instructor and student, and keeping up with the required readings is a necessity for both enjoyment of class meetings and successful completion of this course. To this end, you will be evaluated on the level of preparation that you demonstrate in class discussions. I will
regularly call on you in class discussion, and reserve the right to give pop quizzes! You should be able to provide the following information:

- For textbook chapters:
  - What are the main perspectives offered, and what are the main arguments that constitute these perspectives?
  - What are the primary assumptions underlying these perspectives?
  - How do the perspectives differ in terms their assumptions, units of analysis, and/or policy prescriptions?

- For articles:
  - What is the author's argument/thesis?
  - What evidence does the author use to support his or her argument?
  - What are the strengths and weaknesses of the author's argument?
  - How does the argument compare with related concepts and readings?

**Short Writing Assignments/Homework (15%)**
Write a 250-350 word response to a question based on the class reading(s). The question will be sent to you in advance, either in class or through Canvas. They are due before or at the beginning of class on the same day as the specific reading(s) will be covered. These assignments will not require any outside research, but are intended to facilitate comprehension of course concepts and preparation for the class meetings. You will get about 12 opportunities to complete these assignments, and are required to do 10.

**Research Project (35%)**
This will be a group project. A complete description of this assignment is at the end of the syllabus. The primary components of the project, as well as the due dates for each of the components, are:

- **Project Proposal** (due Jan 19: 3% of final grade)
- **Policy Brief** – first draft (due March 16; 7% of final grade).
- The final draft of the policy brief will be turned in on April 13 (10% of final grade).
- **Presentations** will take place the final two weeks of class (10% of final grade).
- **Peer Evaluations** assessing individual performance throughout the project will be completed by April 20, and will count as 5% of the final grade.

**Mid-term (20%)**
**Final (20%)**
A take-home mid-term examination and an in-class final examination, will be administered on the dates listed in the syllabus.

**PSC 395 Students:**
**Note:** unless indicated otherwise instructions are the same as those listed for PSC 295.
Class Participation (8%)
Weekly Assignments (12%)

Book Review (5%)
Write an analytical review that deals with the topic of HT and/or some type of modern slavery. Reviews should be approximately 800-1,000 words in length, and must contain (a) a summary of the book as well as (b) at least two paragraphs that critically assess the book in light of the course concepts. For example, if the book is more of the memoir variety, you can show how the protagonist was influenced by some of the push/pull factors covered in the other readings. Book choices will need to be approved by me. The book review is due no later than April 6.

Research Project (35%)
Mid-term (20%)
Final (20%)

Course Policies:

Grading:
Grades will be awarded on a 10-point scale (90-100 for an A and so forth).

Makeup/Late Assignments:
Make-up exams will be allowed ONLY in the case of a documented medical emergency. Papers turned in after the beginning of class on the due date will be assessed a ten-point penalty. Five points will be deducted for each additional day.

Attendance:
Attendance is necessary for successful completion of the course. Given the nature of the course schedule you will be allowed up to three absences without penalty. However, you are responsible for all material covered during each class (whether they are present or not) and any assignments due that day. Each unexcused absence over the third will result in a one-point reduction in your final grade.

Academic Dishonesty:
Any type of academic dishonesty will result in severe disciplinary action on the part of the instructor. Cheating and plagiarism will be grounds for receiving an “F” on the assignment/examination or an “F” for the course, depending on the severity of the offense. UAB policy regarding academic dishonesty is outlined in https://www.uab.edu/students/academics/honor-code (Links to an external site.)
Students with Disabilities:
If you are registered with Disability Support Services, please make an appointment with me as soon as possible to discuss accommodations that may be necessary. If you have a disability but have not contacted Disability Support Services, please call 205-934-4205 or visit DSS at 1701 9th Ave. South.

Course Readings
(Note: may be subject to change)

Part I: Introduction to Slavery and HT
Section objectives:
- Identify definitions and types of HT
- Understand the global and local prevalence of HT
- Summarize broad trends in HT

Week 1 (Jan 5, 7, 9):
- Shelley: intro, ch. 1
- Bales: ch. 1
- Shelley: ch. 2

Week 2a (Jan 12, 14):
- SND, ch. 6

Part II: Blind men, Elephants and HT – Conceptual Frameworks in Understanding Slavery and HT
Section objectives:
- Identify each of the conceptual and/or disciplinary frameworks views slavery and HT.
- Explain the key variables emphasized (and omitted) in each perspective.
- Critically compare and assess each perspective, and describe what each approach “brings to the table” in helping us understand slavery and HT.
- Evaluate the implications of each perspective for understanding slavery and HT and for the formulation of policies to fight slavery and HT.

Week 2b (Jan 16)
Historical Perspectives
Week 3 (Jan 19, 21, 23)

Feminism

Political Science/Sociology Part 1: Push/Pull Factors

Week 4 (Jan 26, 28, 30)

Political Science/Sociology Part 2: Transnational Organizations and Advocacy

Psychology

Week 5 (Feb 2, 4, 6)

Global Health

Economics/Management
• Shelley, chs. 3, 4

Part III: Regional Issues in HT
Section Objectives
- Identify and assess the types of slavery and trafficking most prevalent in each area
- Compare and contrast the processes associated with slavery and HT across different areas
- Apply relevant conceptual insights from Part II to assess slavery and HT in each area.

Week 6 (Feb 9, 11, 13)
East Asia
• Shelley, ch 5
• Bales, ch. 2

Europe and Eurasia
• Shelley, chs 6, 7

Week 7 (Feb 16, 18, 20)
Latin America and Africa
• Bales, chs. 3 and 4
• Shelley, ch. 9

NOTE: Mid-Term Examination Due Friday, Feb 20.

Week 8 (Feb 23, 25, 27)
India and Pakistan
• Bales, chs 5 and 6

Part IV: Slavery and HT in the U.S.
Section Objectives
- Identify the causes of slavery and HT both within and into the US.
- Compare and contrast slavery and HT in the US with other areas of the world.
Weeks 9 and 10 (March 2-13)
Readings:
- Shelley, ch. 8
- SND chs. 1-5

Part V: Responses and Solutions to HT and Modern Slavery
Section Objectives:
- Identify and assess responses against slavery and HT at the global, national, state and individual level.
- Understand with the key international and U.S. laws against HT.
- Describe the “Three P’s” of fighting human trafficking.
- Given the content covered throughout the course, critically assess past policies and be able to formulate further measures necessary to prevent slavery and HT.

Week 11 (March 16, 18, 20)
- Shelley, ch 10
- SND, ch. 7-10

Week 12 (March 30, April 1, 3)
- Bales, ch. 10

Core legal documents (read en passem):
UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the UN Convention Against Organized Transnational Crime (the Palermo Protocol; 2000). Available at: 


Challenges in Fighting HT (part 1):

**Week 13 (April 6, 8, 10)**  
Challenges in Fighting HT (part 2), Presentations


**Week 14 (April 13, 15, 17)**  
Presentations, Reflection and Review

Final Examination – Monday, April 20 @ 10:45.
Policy Brief – Issues in Modern Slavery and/or HT

Goal: In this assignment, your job is to examine an issue of contention relevant to this course, and to assess and evaluate responses taken to this issue. You will need to cover the historical background of the particular issue, as well as the actors involved and the dynamics through which slavery/HT are perpetuated. You will also need to examine the policy choices faced in responding to it as the trade-offs that these choices entail. Finally, you will assess the ways in which relevant actors, such as states, IOs, and NGO’s, have responded to this issue, including the strengths and weaknesses of their approaches as well as concrete ways to better respond to the issue. Through researching a given case, this project will (a) help you to develop research and presentation skills and (b) deepen your knowledge of how the concepts and issues covered in this course apply to an actual international issue of contention. A list of potential issues is provided at the end of this assignment. Though I am certainly open to other topics they must be approved in advance.

Tasks: Each group will create a Policy Brief, and all groups/members will research the areas below in order to provide the necessary background for analysis. There are various ways in which the Brief can be constructed, though below are some of the key components.

1. Historical Background: The historical context surrounding the issue. The goal here is to provide the basic historical knowledge to help us understand the broader context behind the issue, not to provide an exhaustive historical sketch of the actors involved. In other words, the background should be focused on the issue being examined.

2. Where Things Stand: The Current Status: Coverage should begin with the proximate events that started the slavery/HT issue when it was broadly recognized that a problem first existed. This group should discuss the nature and scope of slavery/HT, covering in particular (a) the key events, (b) the key actors and their role (c) the primary issues involved, including relevant variables that created the problem, (d) the extent to which international organizations and/or NGOs are involved, and (e) the current status of the conflict or issue. In all, the primary purpose of this group is to provide a concise narrative of the conflict or issue -- for lack of a better phrase, "the facts of the case."

3. Assessment and Policy Recommendations: In this segment, you will provide a succinct, well-articulated set of concrete policy recommendations for resolving – or helping to respond to – the issue in question. Note that while your recommendation should take into account its intended recipient, you also need to take into account the broader context of your recommendations – for example, if you call for ending child labor in Bangladesh, or the legalization of prostitution in a given area, you should not ignore the effects of such a policy. The recommendations should include:
   a. at least three discrete policy actions, including some explanation of what these actions entail and their intended results
b. a justification for the above policies, particularly why your recommendations are superior to either alternative responses and/or the status quo. This section basically gives you a chance to proactively respond to your potential critics.

Assignments and Project Requirements:
1. Each group will be required to turn in:
   a. Between 15 and 20 powerpoint slides, as well as the notes that accompany these slides. Pictures should appear in at least 75% of the slides, and using bulleted points, no more than 35 words should be contained in each slide. One of the slides should contain a map of the relevant region or area. The notes should basically be a short narrative that fleshes out the power point presentation. They can be included either as part of the powerpoint file or as a separate word file. If you choose the latter, please make sure to indicate which comments apply to which slide. Short videos are welcome, though you need to be aware of time limitations. The file containing the powerpoints should be turned in.
   b. A policy brief (paper) that is about 20 pages in length. The paper should follow the basic outline laid out above. Proper citation format should be used.

2. The presentations themselves should last a total of 25 minutes, with additional time allowed for Q&A.

3. You will be graded on the quality of the submitted materials, the effectiveness of your presentation, and the level of knowledge demonstrated about the issue and course concepts relevant to the presentation. While most of the grade will be based on my impressions of the above, there will also be an opportunity for peer evaluation.

NOTE: The project requirements are fairly generic – I am completely open to other means of fulfilling the project (e.g. documentary film, service learning with a local NGO) assuming I approve them in advance.

Project Timeline/Grade Weighting:
The specific problem to be solved, as well as the division of labor within the group, will be your responsibility. Below are the timelines related to the project:

- **Project Proposal** (due Jan 19: 3% of final grade): includes a one-page statement of the specific problem, your intended audience, and at least ten sources.
- **Policy Brief** – first draft (due March 16; 7% of final grade).
- The **final draft** of the policy brief will be turned in on April 13 (10% of final grade).
- **Presentations** will take place the final two weeks of class (10% of final grade).
- **Peer Evaluations** assessing individual performance throughout the project will be completed by April 20, and will count as 5% of the final grade.
Potential Topics

- Restavek system
- Effect of globalization on human trafficking
- HIV/AIDS as a vulnerability factor and as a result of human trafficking
- Regional conflict/war as a vulnerability factor
- Extreme poverty as a vulnerability factor
- Dalit caste/Caste as a vulnerability factor
- Historical effect of Bonded labor in India
- Connection between pornography and human trafficking
- Misuse of A-3, G-5 and B-1 visas as a backdoor into the American domestic workforce
- Connection between organized crime
- Slavery in the cocoa industry
- Slavery in the diamond mining industry
- Forced prostitution
- Forced marriage
- Slavery in the carpet weaving industry
- Anti-trafficking legislation around the world
- Psychology of being a slave
- Laogai/Laojiao Chinese work camps
- Trafficking for begging in the middle east
- Jogini ritualized prostitution, India
- Connection between international sporting events and prostitution/human trafficking
- Trafficking of children for international adoption
- Post Traumatic Stress Disorder in former slaves
- Role of the fall of the USSR in the rise of trafficking in surrounding area
- Criminal use of technology in human trafficking and technological interventions
- Fair trade as an approach to reducing demand for forced labor
- Child labor in region of choice
- Use of child combatants in Africa
- UN offices, projects and publications relevant to human trafficking/modern slavery
- Children in the eastern carpet industry
- Trafficking of children to use as camel jockeys in the middle east
- Organ trafficking for western demand
- Body parts trafficking for African ritualism
- Trafficking routes and methods in and out of the U.S.

I want you to have a platform for studying the unique aspects of Slavery/HT that you’re most interested in. If you’re interested in a specific area, please suggest a research topic for my approval.