

TESP 108: Human Trafficking & Christian Ethics

Fall 2016

Class time: 10:30 a.m. to 11:35 a.m. Days: Monday, Wednesday, and Friday

Instructor: Janet Giddings

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Office Hours: Mondays & Wednesdays 1:30-2:30 p.m., and by appointment

Office location: Kenna Hall 305

Prerequisites: This is an RTC 3 course. You must have completed both RTC 1&2 requirements and 88 units prior to taking this course.

Course Description:

This course will examine the global crisis of human trafficking using the lenses of Christian theology and ethics. Social-scientific, legal, public policy, and autobiographical resources will be used to frame the phenomenon of human trafficking; and theological/ethical categories such as human dignity and freedom, sin and redemption, neighbor love, and solidarity will be used to illuminate and assess its dimensions. Special attention will be given to the question of human agency as well as to social, political, cultural, and gender-based analyses as these impact and shape an adequate response to human trafficking.

Course Goals:

1. Students will gain an awareness of the definition and dimensions of human trafficking in today's world, including various types and specific instances of trafficking.
2. Students will be able to articulate diverse Christian ethical concepts related to the phenomenon of human trafficking and to critically analyze its moral dimensions in light of these concepts.
3. Students will be able to identify moral and theological nuances between different approaches and responses to human trafficking.

Core Curriculum and Learning Goals and Objectives (LO's):

RTC 3.1: Identify diverse perspectives and evaluate ethical positions on contemporary Questions. (*Critical Thinking; Ethical Reasoning; Perspective*)

RTC 3.2: Evaluate and apply insights from the study of religion to open-ended questions facing contemporary society. (*Critical Thinking; Religious Reflection*)

Required Texts:

Bales, Kevin. *Disposable People: New Slavery in the Global Economy*. Revised edition. Berkeley, California: University of California Press, 2012.

Lloyd, Rachel. *Girls Like Us: A Memoir*. New York: Harper Perennial, 2011.

One book among the following to be assigned to groups:

- Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Sarah Crichton Books, 2007.
- Bechard, Raymond and Andrea Barton. *The Berlin Turnpike: A True Story of Human Trafficking in America*. Revised Edition. New York: Sons of Liberty Press, 2016.
- Hall, Shyima (with Lisa Wysocky), *Hidden Girl: The True Story of a Modern Day Child Slave*; Simon & Schuster, 2014 (ISBN 978-1-4424-8168-8)
- Kara, Siddarth. *Bonded Labor: Tackling the System of Slavery in South Asia*. New York: Columbia UP, 2012.
- Malarek, Victor. *The Natashas: Inside the New Global Sex Trade*. Canada: Viking Canada, 2004.
- Phelps, Carissa. *Runaway Girl: Escaping Life on the Streets*. New York: Penguin Books, 2012.

Camino: There are several additional required readings on Camino. Find them in each the Module for each week. Materials assigned are to be used in this course only and not dispersed or posted on other sites. Print out and bring all assigned readings to class.

Content Alert:

At times during this quarter we will be discussing issues that may be disturbing or even traumatizing to some. If you ever feel overwhelmed, please speak up, as this is part of our learning experience together. Make certain however, you do not let emotions fester and lead you to disregard or keep up with reading assignments. Therefore, communication with me is essential.

If you feel the need to discuss deeper issues presented in this class, please let me know by stopping in during office hours or emailing me to set a time. Additionally, CAPS (Counseling and Psychological Services) is well acquainted with issues related to human trafficking and may be reached at 408-554-4501 or <http://www.scu.edu/cowell/caps>.

Grading: Possible points earned = 100

96-100	A	80-83	B-	67-70	D+
92-95	A-	77-79	C+	63-66	D
88-91	B+	74-76	C	60-62	D-
84-87	B	71-73	C-	< 60	Fail

Course Assignments and weight:

20%: Informed participation and collegial engagement; in-class group work; 2 homework papers. (LO 3.1, 3.2) (Course goals 1,2,3)

20%: Midterm (3.1, 3.2) covers Scripture selections, films, guest lectures, *Girls Like Us*, Bales, and articles (Course goals: 1,2,3)

10%: Group: Critical book review. Each group will choose a book from the list, read and give a presentation on the relevance (LO 3.1, 3.2) (Course goals: 1)

10%: Research paper. This paper gives the student the chance to research and write on a human trafficking topic on which they can become more closely tied in a scholarly manner. Research must reflect sound peer-reviewed scholarly work. The paper should be 6-8 pages, submit a logical argument with premises supported by research, an opposing view considered with proper logical refutation, and a conclusion or prescription. (LO 3.1, 3.2) (Course goals: 1,2,3)

40%: Group presents to community: Examples: campus community, family gathering, high school, college, church community. This presentation will be given to the class at the end of the term. (LO 3.1, 3.2) (Course goals: 2,3)

NOTE: All students are required to attend each day of final presentations. Anyone who is not in class will be required to write an additional paper.

Note: Extra credit may be offered in this course but extra credit will not be used in lieu of assignments due. If the student does not meet the course requirements, extra credit is useless.

Paper grading rubric:

An “A” paper is excellent. An “A” paper is focused with an explicit thesis statement (or position/claim if an argumentative paper). It exhibits a clear, effective and organized line of thought as well as a thorough understanding of the material. It has no English usage/grammar problems; it is concise and coherent; no problems with format, anticipates possible objections to its point of view (or directly considers an opposing view if an argument), supports the thesis (or position) with research and/or premises, and frequently provides pertinent citations to make its case. All borrowed ideas or words are cited whether using a direct quote or not. The writer’s “voice” is firm, confident, and clear. The paper assignment meets the directive completely.

If your paper does not follow this rubric, you lose points for each transgression.

See full paper grading rubric for the research/argument paper, in Camino

Academic Integrity Pledge

The Academic Integrity pledge is an expression of the University’s commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code

Students are expected to uphold the principles of this pledge for all work in this class.

Students must complete the work for this course in a manner consistent with university policies regarding academic honesty and integrity; please refer to the university’s policy on academic integrity: <http://www.scu.edu/provost/policy/academicpolicy/upload/revised-Academic-Integrity-protocol-6-17-12.pdf>.

Any student who violates these policies will receive *at least* a failing grade for the particular assignment and, in repeated or flagrant cases, for the entire course. **PLEASE BE CAREFUL TO CITE YOUR SOURCES** in your papers. **I take violations of academic integrity VERY seriously and do not hesitate to refer students to the SCU Office of Student Affairs when appropriate.**

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Attendance policy

It should be obvious that attendance in this course is essential to your success as well as all the community of learners. Attendance will be taken at the start of class. If you come late you must check in with the professor after class to ensure you are not marked absent.

One missed class is waived but it is suggested you do your best to come in unless you are ill. If you will miss more than one class due to illness, please make sure you email Prof Giddings and alert her. Two days or more will require validation from your medical source so you do not lose points. Also, if you have a job or internship interview, please contact Prof Giddings in advance so she is able to work with you. Three unexcused absences will result in a 50% reduction in participation.

Tardy/Late to class:

Coming into class late consistently will reduce your grade. Three or four late arrivals will reduce your final grade ½ a grade level. If you are late more than that, you will meet with the Professor to discuss increased grade reduction. While this is regrettable, make sure you alert Prof Giddings to any reason you may be late more than once or twice so she can work with you. Of course, a reason for tardiness should be for a good reason.

Use of Technology: No!

Unless the class is assigned to group work which could include use of personal laptops or phones for research, no phone or computer use in class.

Due dates: All assignments have due dates unless otherwise specified. As in all professional settings and this is one, best practices requires that we meet deadlines. If for any reason you must turn an assignment in late, it will lose one grade per 24 hours. Therefore, since our class meets at 10:30 a.m. all work is due at that time or as specified in Camino if it is to be uploaded by a determined time. Any work turned in after the stated day/time must be turned in within 24 hours for an immediate one-grade reduction. If it is turned in after that, it is reduced by another full grade.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethics point <https://www.scu.edu/hr/quick-links/ethicspoint/>

Schedule of Assignments	
<ul style="list-style-type: none"> Note: read, or turn in anything listed for the day 	
<ul style="list-style-type: none"> This schedule could change and it is your responsibility to remain current 	

Week 1: Introduction to Human Trafficking

Mon 09/19	Course introduction; syllabus; classroom decorum
Wed 09/21	Camino article read: Coonan: “The Catholic Church Confronts the Scourge of Human Trafficking” <ul style="list-style-type: none"> In-class Film: Sara Baartman Take notes
Fri 09/23	Group work on Baartman film: assess moral issues with scripture and: <ul style="list-style-type: none"> <i>7 Themes in Catholic Social teaching:</i> (see link in Camino/Modules) Bible reading: bring these selective scriptures sections to class <ul style="list-style-type: none"> Genesis 1:26-31 (Old Testament) Luke 10:25-37; 12:45-48; Colossians 3:22; 4:1; Galatians 3:28 Jesus on slavery: Luke 7:2
Week 2	Sex Trafficking and Human Experience
Mon 09/26	<ul style="list-style-type: none"> In-class Film: <i>Not My Life</i> Take notes
Wed 09/28	Homework Paper due: Response to Baartman, scriptures, Not My Life Begin: <i>Girls Like Us:</i> Chapters 1-5
Fri 09/30	Guest speaker: Tatyana Foltz
Week 3	
Mon 10/03	<i>Girls Like Us:</i> Chapters 6-10
Wed 10/05	<i>Girls Like Us:</i> Finish
Fri 10/07	Guest speaker: Josie Feemster, survivor/leader Take notes
Week 4	Global Considerations
Mon 10/10	Begin Bales, <i>Disposable People</i> , Preface and Chapters 1,2,3 <ul style="list-style-type: none"> Homework: Bring research on 1 Christian denomination’s statement on Human trafficking; add site information

Wed 10/12	Bales, <i>Disposable People</i> , Chapters 4,5 Group 1: Chapter 4, lead discussion Group 2: Chapter 5, lead discussion
Fri 10/14	Bales, <i>Disposable People</i> , Chapters 6,7 and Coda Group 3: Chapter 6, lead Group 4: Chapter 7, lead Group 5: Coda, lead
Week 5	Why has HT flourished and what might we do?
Mon 10/17	Midterm: Questions on: <i>Girls Like Us</i> , guest lectures, Bales, Scripture selections, and films
Wed 10/19	Camino article, read: Shelley, “Why Has Human Trafficking Flourished?” Discussion
Fri 10/21	Guest Speaker: Karen Borden, <i>Freedom House</i> San Jose Take notes
Week 6-8	Labor Trafficking
Mon 10/24	<ul style="list-style-type: none"> • Calculate your “slavery footprint”: www.slaveryfootpring.org: print out and bring it to class • Lecture on Jesuit slaveholding • Discussion question: Is it ever right to get rich by enslaving others whether for business or consumption?
Wed 10/26	Camino articles (2) read: Armstrong, “The Christian Doctrine of Slavery” and, Bishop England, “A Catholic Defense of Slavery” <ul style="list-style-type: none"> • Discussion/debate
Fri 10/28	Homework Paper due: Response to Karen Borden, Jesuits, Armstrong and England Guest speaker: Jonathan Fung Take notes
Week 7	Labor Trafficking, continued
Mon 10/31	In-Class Film: <i>Walking Merchandise</i> <ul style="list-style-type: none"> • Discussion
Wed 11/02	Groups present on assigned book: Groups 4,5
Fri 11/04	Groups 1,2,3
Week 8	Religious responses and reflections
Mon 11/07	Camino article, read: Brazal, “Metaphorical Ecclesiology: Faith-Based Responses to Sex Trafficking”
Wed 11/09	Camino article, read: Cooper, “Fair Trade Sex: Reflections on God, Sex, and Economics

Fri 11/11	Guest speaker: Al Casciato, retired San Francisco Police Department Take notes
Week 9	Activism and Our Own Ideas
Mon 11/14	Research paper due Discussion of papers
Wed 11/16	Camino article, read: Campbell and Zimmerman, "Christian Ethics and Human Trafficking Activism: Progressive Christianity and Social Critique"
Fri 11/18	Last class discussion on: What ideas do you have for activism? How can we help?
Week 10	
11/21-25	NO SCHOOL: Holiday
Week 11	Presentations Week: Attendance required for ALL days
Mon 11/28	Presentations of presentations: Groups 1,2
Wed 11/30	Presentations of presentations Group 3
Fri 12/02 Last class	Presentations of presentations Group 4, 5