

**TESP 108: Human Trafficking & Christian Ethics**  
Spring 2015 • M/W/F 1:00-2:05

Dr. Karen Peterson-Iyer

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Office and Office Hours: Kenna 321. Mon 11:30-12:30; Wed 10:30-11:30; and by appt.

**Course Description:**

This course will examine the global crisis of human trafficking—specifically sex trafficking and forced labor 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.

**Required Texts:**

- Kevin Bales, *Disposable People: New Slavery in the Global Economy* (revised edition); University of California Press, 2012 (ISBN 978-0-520-27291-0)
- Louise Shelley, *Human Trafficking: A Global Perspective*; Cambridge University Press, 2010 (ISBN 978-0-521-13087-5)
- Shyima Hall (with Lisa Wysocky), *Hidden Girl: The True Story of a Modern-Day Child Slave*; Simon & Schuster, 2014 (ISBN 978-1-4424-8168-8 [hardcover] or 978-1-4424-8170-1 [eBook])
- Various additional readings will be available through CAMINO. Students are expected to have access to the Bible (any translation, but NRSV is generally best; can easily be found online).

**Content Warning:** At times during this quarter we will be discussing issues that may be disturbing or even traumatizing to some. If you ever feel the need to step outside for part or all of the class time, you should feel free to do so. There will be no penalty for doing so, but you will be responsible for any material you missed; so, if you do leave for a significant amount of time, it is advised that you get notes from a friend or meet with me individually.

If you feel the need to discuss deeper issues raised for you by this class, please let me know; I am happy to chat with you during office hours and, if needed, to put you in touch with other campus resources. 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>.

### **Core Curriculum Learning Goals and Objectives:**

*This course fulfills Santa Clara's Core Requirements for RTC 3; however, to fulfill this requirement, you must have completed both RTC 1&2 requirements and 88 units before taking this course.*

**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)

### **Assessment and Grading:**

#### **1. Participation/Intellectual Engagement 25%**

Actively engaged and consistent participation in class is a basic expectation of this level three Religious Studies course. Participation includes but is definitely not limited to your attendance; see attendance and tardiness policies below.

Participation/intellectual engagement also entails: careful advanced preparation for class (completing all reading assignments carefully, and bringing written notes to class for the day's assigned texts); thoughtful participation in class (through respectful discussion, asking honest questions, answering questions honestly, making comments based on your knowledge of the reading and your considered personal experience, thoughtfully filling out all group writing assignments, etc.); and **refraining from the use of cell phones, laptops, or other electronic devices without explicit permission from the instructor.** If you are having trouble finding ways to participate effectively in this communal learning environment, please see me.

**As part of the intellectual engagement requirement, each student will be assigned to "follow," over the course of the quarter, one organization** (on blogs, Facebook, Twitter, etc.) that offers concrete information about, or response to, human trafficking. The professor will provide you with a list of possible such organizations. Periodically we will have brief small group discussions to update each other on these blogs, etc. At the end of Week 8, you will turn in an informal one-page blog report identifying specific ethical norms, perspectives, and assumptions that underlie the organization's approach. This report will not be formally graded but rather will contribute to your participation/intellectual engagement grade. During the final week of class, we will share with each other insights gained from following these organizations. (*Supports all course goals as well as RTC objective 3.1 and 3.2.*)

#### **2. Short analysis paper 15%**

Each student will write a short paper (2-3 pages, double-spaced, 12-point font) using one specific theological/ethical concept (e.g. sin, human dignity, neighbor-love,

mutuality, solidarity) to illuminate/understand some aspect of the trafficking experience articulated in Shyima Hall's *Hidden Girl*. (Supports course goal 2 and assesses RTC objective 3.2)

3. **Midterm Exam 15%**

A comprehensive (to that point) midterm will be given midway through the quarter. It will cover material both from in-class discussion and assigned readings. It will take the form of short-answers and essays, and it will specifically seek to assess that you have understood and engaged various dimensions of human trafficking, both analytically/conceptually and from the point of view of theological and ethical categories. (Assesses course goals 1 and 2 and RTC objectives 3.1 and 3.2.)

4. **Multifaceted Research Project:**

a. **Group presentation 15%**

Students will work in teams of approximately 5 to present in class on an assigned dimension or instance of human trafficking (i.e. a country or region where trafficking takes place). Student groups will lead one class period (each) educating the class about their topic (including general overview, forms, root causes, theological analysis, and specific cases) and leading class discussion. Groups should distribute to the class a one-page handout that includes summary points, resources for further student exploration, and 3-5 questions for discussion. The use of multimedia is encouraged. A hard copy of the PowerPoint (or other) presentation, with components by each group member identified, must be given to the professor at the start of class on the day of presentation. More details will be given in class. Assessment for each student will be individual. (Supports and assesses all course goals and RTC objectives, especially 3.1.)

b. **Final research paper 30%**

Using the group presentation as a springboard, each student will research and write an 8-10 page paper examining and analyzing a contemporary case or situation of human trafficking. The final paper should provide a comprehensive overview of the chosen region/instance/case and use theological insights to analyze and more deeply make sense of the phenomenon. (Supports and assesses all course goals as well as RTC objective 3.1 and 3.2.)

5. **EXTRA CREDIT:** Extra credit opportunities may be offered from time to time. To earn extra credit, you will need to attend the entire event and do a short (one single-spaced page) write-up/reaction. A maximum of one extra credit assignment may count for this class. Completion of extra credit will supplement final grades **ONLY** in cases where the student's final grade is considered "on the fence" between two distinct grades.

**Grading Rubric:**

**A** = Exceptional academic performance. Demonstrates mastery of the material. Excellent preparation for each class, and thoughtful and respectful class participation. All work displays uncommonly strong and original critical analysis. Essays are well-documented and arguments are well-supported; and counter-arguments are carefully

considered. Communication of your own arguments is thoughtful, nuanced, and imaginative. Written work is free from spelling and grammatical error.

**B** = Very good academic performance. Demonstrates competency of the material. Prepared for class and thoughtfully engaged in class discussion. Essays are organized, clear, and well-written. Presentation of your positions is done thoughtfully and carefully.

**C** = Satisfactory academic performance. Minimally prepared for class and only halfheartedly engaged with the material. Essays may have some good qualities or insights but also may be insufficiently thorough or organized; or demonstrate inadequate thoughtfulness, clarity, or attention to nuance.

**D** = Minimal academic performance. Substandard work and preparation. Essays are insufficiently argued or are incoherent.

**F** = Failure. Participation and written/oral work bear little relationship to the expected standards of the class.

### **Course Policies:**

1. **Attendance:** Your attendance and active participation are essential to your success in this class as well as to the quality of our communal learning. You will be responsible for signing the attendance sheet every day. If you forget to sign, you will be marked absent for the day. PLEASE DO NOT sign in another person. Please also DO NOT sign the attendance sheet and then leave; you will be marked as absent for the day if you do this. **Frequent tardiness or more than three absences (for any reason) will negatively impact one's final grade for the course.** If illness or family emergency requires you to be absent for more than two class periods, you *must* meet with the professor to discuss. Six or more absences (1/5 of class periods) may result in a **failing grade for the course** unless reasons and makeup plans are approved by the professor. *Please do not ignore this absence policy! Attendance and active participation is ESSENTIAL in a class like this, and your grade will reflect how seriously you take this policy.*

If you are forced to miss any class, YOU are responsible for learning what took place in class, turning in assignments that are due, and for any material delivered in class.

2. **Lateness:** Please **do not be late to class**. Lateness is disruptive to the class and indicates a lack of respect for the people in this course and for the work that we do together. Three instances of tardiness count as one absence.
3. **Use of Technology in Class:** The use of cell phones, laptops, iPods, etc. is not allowed in this class, except by explicit permission of the instructor. Please turn cell phones off and **put them away**. **Violating this policy will result in a lowered FINAL grade for this course.**
4. **Late Work:** All work must be submitted at the beginning of class on the date that it is due. I prefer to see no late work at all. The grade for late work will be lowered at the instructor's discretion, most often by one letter grade for each calendar day that it is late. Extensions will only be granted for *very* good reason and when the student has negotiated with the professor *before* the due date.

5. **Spelling and Grammar:** In this class, you will be writing in the persuasive/argumentative style. Because the purpose of such writing is to convince the reader of a particular point of view, spelling and grammar can function either to enhance or to impede your argument. In addition, special attention to the spelling and grammar with which you write is an important overall communication skill. For these reasons, **spelling and grammar will affect your grade**, and papers with significant spelling/grammar errors are ineligible for an “A” or “A-“ grade. If your paper contains excessive errors in spelling, grammar, or punctuation which detract from my ability to understand or follow the point you are making, it **will be returned to you ungraded** for you to revise and will no longer be eligible for an “A” or “A-“ grade. I encourage you to proofread your work carefully.
6. **Academic Honesty and Integrity:** 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.**
7. **Disability Accommodation Policy:** To request academic accommodations for a disability, students must contact Disabilities Resources (in Benson Center), (408) 554-4111; TTY (408) 554-5445. Students must register with Disabilities Resources and provide appropriate documentation to that office prior to receiving academic accommodations.

**Schedule:**

WEEK 1 • Introduction and Overview of Human Trafficking	
Mon 3/30	Introduction to the course.
Wed 4/1	Human trafficking 101; Introduction to Theological Themes. <b>Read</b> for class: <ul style="list-style-type: none"> <li>• Bales, <i>Disposable People</i>, 1-33</li> <li>• Story of the Good Samaritan (Luke 10:25-37) (Any translation of Bible)</li> </ul>
Fri 4/3	<i>Good Friday; no class</i>
WEEK 2 • Overview of Human Trafficking, cont’d	
Mon 4/6	Film in Class: <i>Not My Life</i> <ul style="list-style-type: none"> <li>• <b>Read:</b> Shelley, <i>Human Trafficking: A Global Perspective</i>, 1-36</li> <li>• <b>Choose:</b> Facebook page or blog to follow</li> </ul>
Wed 4/8	Guest Speaker: Tatyana Foltz, Case Manager, CAPS <b>Read:</b> <ul style="list-style-type: none"> <li>• Tran, “Sold Into Slavery” (CAMINO)</li> <li>• Terry Coonan, “The Catholic Church Confronts the Scourge of</li> </ul>

	Human Trafficking” (Chapter 8 in <i>On Strangers No Longer</i> , ed. Scribner and Appleby) (CAMINO)
Fri 4/10	Historical Christian Support for Slavery Guest Lecture: Jim Bennett, Ph.D., Associate Professor of American Religious History, SCU <b>Read:</b> • Armstrong, “The Christian Doctrine of Slavery” and • Bishop England, “A Catholic Defense of Slavery”
<b>WEEK 3 • Solidarity, Justice, and Forced Labor Trafficking</b>	
Mon 4/13	Globalization and Neoliberalism as the Context for Forced Labor <b>Read:</b> Shelley, Chapter 1, “Why Has Human Trafficking Flourished?”
Wed 4/15	Theological lenses: Kingdom of God; Dignity and Human Rights <b>Read:</b> • D. O’Murchu, “Jesus and the Paradox of Kingship” • Bible (any translation): Luke 22: 24-27; Genesis 1: 26-31; Psalm 8
Fri 4/17	Theological Lenses: Social Sin and Solidarity <b>Read:</b> • Ada Maria Isasi-Diaz, “Solidarity: Love of Neighbor in the Twenty-First Century” • Vincent J. Miller, Slavery and Commodity Chains: Fighting the Globalization of Indifference ( <a href="http://americamagazine.org/content/all-things/slavery-and-commodity-chains-fighting-globalization-indifference">http://americamagazine.org/content/all-things/slavery-and-commodity-chains-fighting-globalization-indifference</a> )
<b>WEEK 4 • Labor cont’d; and Freedom, Dignity, and Domestic Servitude</b>	
Mon 4/20	Worker Justice and Dignity <b>Read:</b> <i>Hidden Girl</i>
Wed 4/22	Involuntary Domestic Servitude—Discuss <i>Hidden Girl</i> <b>Read:</b> <i>Hidden Girl</i>
Fri 4/24	Guest speaker: Prof. Kristin Heyer on Immigration and the Intersection with Trafficking <b>Short Analysis Paper Due</b>
<b>WEEK 5 • Gender Roles, Embodiment, and Sex Trafficking</b>	
Mon 4/27	Contours of Sex Trafficking: International <b>Read:</b> Malarek, <i>The Natashas</i> , “Oh, Natasha! Natasha!” (xi-xvi); “Introduction: The Fourth Wave” (1-8); and “Smugglers’ Prey” (9-28)
Wed 4/29	Contours of Sex Trafficking: Domestic <b>Read:</b> Amy Fine Collins, “Sex Trafficking in America: The Girl Next Door,” <i>Vanity Fair</i> , May 2011 ( <a href="http://www.vanityfair.com/news/2011/05/sex-trafficking-201105">http://www.vanityfair.com/news/2011/05/sex-trafficking-201105</a> )
Fri 5/1	<b>Midterm Exam</b>
<b>WEEK 6 • Sex Trafficking, cont’d</b>	
Mon 5/4	Male Entitlement, Gender Roles, and Sexual Stereotyping as Contributors <b>Watch:</b> <i>The Bro Code</i> (On reserve at library. Will be shown in Media Viewing and Taping Room A; Saturday 5/2, 5:30-6:30 p.m.)
Wed 5/6	Theological Lenses of Solidarity, Mutuality, Equality and Freedom <b>Read:</b> • Brazal, “Metaphorical Ecclesiology: Faith-Based Responses to

	<p>Sex Trafficking”</p> <ul style="list-style-type: none"> <li>• Cooper, “Fair Trade Sex: Reflections on God, Sex, and Economics”</li> <li>• John 4:1-42</li> </ul>
Fri 5/8	<p>Case of Thailand  <b>Read:</b> Bales, Chapter 2</p>
SATURDAY May 9	<p><b>FREEDOM SUMMIT @ Levi Stadium</b>  <i>Extra Credit for those who attend and write up 1-2 pages on the experience</i></p>
<b>WEEK 7 • Survivors and Allies (and Start of Country Presentations)</b>	
Mon 5/11	<p>Freedom Summit Debrief; <u>and</u> Self-Care  <b>Read: TBA</b>  <b>At home: Individual/group work on presentations</b></p>
Wed 5/13	<p>Guest Speaker: Josie  <b>At home: Individual/group work on presentations</b></p>
Fri 5/15	<p>Group Presentations 1: Mauritania  <b>Read:</b> Bales, Chapter 3</p>
<b>WEEK 8 • Country/Regional Presentations</b>	
Mon 5/18	<p>Group Presentations 2: Brazil  <b>Read:</b> Bales, Chapter 4</p>
Wed 5/20	<p>Group Presentations 3: India  <b>Read:</b> Bales, Chapter 6</p>
Fri 5/22	<p>Group Presentations 4: East Asia  <ul style="list-style-type: none"> <li>• <b>Read:</b> Shelley, Chapter 5</li> <li>• <b>Turn in informal Blog Report</b></li> </ul> </p>
<b>WEEK 9 • Country/Regional Presentations</b>	
Mon 5/25	<p><i>Memorial Day; no class</i></p>
Wed 5/27	<p>Group Presentations 5: Eastern Europe  <b>Read:</b> Shelley, Chapter 6</p>
Fri 5/29	<p>Group Presentations 6: The United States  <b>Read:</b> Shelley, Chapter 8</p>
<b>WEEK 10 • Organizational Responses and Wrap-Up</b>	
Mon 6/1	<p>Guest Presentation by Brian Wo and Betty Ann Boeving, Co-Directors of Bay Area Anti-Human Trafficking Coalition  <b>Read:</b> Bales, Chapter 7, “What Can Be Done?”</p>
Wed 6/3	<p>Discussion of Blogs and Theological Themes  <ul style="list-style-type: none"> <li>• <b>Read:</b> Ignatio Ellacuria, S.J., SCU Commencement Address, June 1982</li> <li>• <b>Calculate:</b> your “slavery footprint” at: <a href="http://www.slaveryfootprint.org">www.slaveryfootprint.org</a></li> </ul> </p>
Fri 6/5	<p>Wrap-up: Redemption  <b>Final paper due</b></p>