

TESP 108: Human Trafficking & Christian Ethics

Spring 2016 • M/W/F 9:15-10:20

Dr. Karen Peterson-Iyer

e-mail: kpetersoniyer@scu.edu Phone: (408) 551-3188

Office and Office Hours: Kenna 321. Mon and Wed 10:30-11:30 and by appt. *if you have a course conflict with these times.*

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.

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)
- One among the following (to be assigned):
 - 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])
 - Rachael Lloyd, *Girls Like Us*
 - Malarek, *The Natashas*
 - Tim Huddleston, *Slaves of Berkeley*
 - Ishmael Beah, *A Long Way Gone*
 - *Possibly*: Carissa Phelps, *Runaway Girl*
- 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).

Recommended:

- Louise Shelley, *Human Trafficking: A Global Perspective*; Cambridge University Press, 2010 (ISBN 978-0-521-13087-5)

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 *must* check in with me via email about it, and 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 20%

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 examine or "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 assign you this organization.

Periodically we will have brief small group discussions to update each other on these blogs, etc. During Week 10, you will turn in an informal NO MORE THAN one-page (double-spaced) 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. **Midterm Exam** 15%

A midterm (comprehensive to that point in the quarter) 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.*)

3. **(Hefty) Quiz** (10%)

A (hefty) quiz will be given nearer to the end of the course, to cover the post-midterm materials from in-class and assigned for home. It will be composed of short answer and short essay questions. (*Assesses course goals 1 and 2 and RTC objectives 3.1 and 3.2.*)

4. **Multifaceted Research Project:**

a. **Critical Book Review** 10%

Each student will write a short paper (2-3 pages, double-spaced, 12-point font) using at least 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 your assigned book/memoir. This book review will be due on or before the date of your group's presentation. (*Supports course goal 2 and assesses RTC objective 3.2*)

b. **Group Presentation** 15%

Students will work in teams of approximately 5 to present in class on an assigned dimension or instance of human trafficking related to the memoir they have read. 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.)*

c. 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 type of human trafficking. The final paper should make connections/refer back to the memoir (analyzed in critical book review), provide a comprehensive overview of the chosen type of trafficking (beyond the sources read by the whole class), *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 are listed below. 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.

Some options for extra credit:

- **SCU Students Stand For Freedom:** On **April 7-8** Santa Clara University students will stand outside the campus library for 27 hours in honor of the estimated 27 million victims of human trafficking worldwide. This marathon event is organized by the Freedom Project, a student run club that educates the SCU community about human trafficking. The club meets bi-weekly, hosts film screenings and guest speakers, and raises funds for local and international organizations. This year Stand For Freedom will feature a collection of student artwork centered on the theme of social justice. Students will also distribute information about human trafficking and sell baked goods, with all funds going to support Freedom House. The club is looking for students to sign-up and stand for one-hour shifts or bake goods to sell.
- **"The Dark Side of Chocolate" (video):** Watch this 45 minute video online (<https://www.youtube.com/watch?v=7Vfbv6hNeng>) and submit a one-page write up that includes a short summary and personal reflection.
- **Other extra credit opportunities** may be added as they come up.

Grading Rubric:

99-100	A+	80-82	B-	63-33	D
94-98	A	77-79	C+	60-62	D-
90-93	A-	73-76	C	< 60	F
87-89	B+	70-72	C-		
83-86	B	67-69	D+		

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.** *If you MUST use a laptop in class, you must meet with the professor to sign a waiver. This will be allowed only when absolutely necessary.*

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/revise-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:

WEEKS 1-2 • Introduction and Overview of Human Trafficking	
Wed 3/30	Introduction to the course.

Fri 4/1	<p>Film in Class: <i>Not My Life</i></p> <p>Read for class:</p> <ul style="list-style-type: none"> • Bales, <i>Disposable People</i>, 1-33 (start) • Story of Creation (Genesis 1: 26-31) (Bible) • Story of the Good Samaritan (Luke 10:25-37) (Bible)
Mon 4/4	<p>Human trafficking 101; General Theological Themes</p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Bales, <i>Disposable People</i>, 1-33 (finish) ○ "Executive Summary" (pp. 7-14) from the UNODC's "Global Report on Trafficking in Persons" (2014). This can be found at: http://www.unodc.org/documents/data-and-analysis/glotip/GLOTIP_2014_full_report.pdf
Wed 4/6	<p>Human Trafficking as a Human Experience: Tatyana Foltz, Case Manager, CAPS</p> <ul style="list-style-type: none"> • Read: Terry Coonan, "The Catholic Church Confronts the Scourge of Human Trafficking" (Chapter 8 in <i>On Strangers No Longer</i>, ed. Scribner and Appleby) (CAMINO) • Calculate your "slavery footprint": www.slaveryfootprint.org
Fri 4/8	<p>Historical Christian Support for Slavery Guest Lecture: Jim Bennett, Ph.D., Associate Professor of American Religious History, SCU</p> <p>Read (both on CAMINO):</p> <ul style="list-style-type: none"> • Armstrong, "The Christian Doctrine of Slavery" and • Bishop England, "A Catholic Defense of Slavery" • Peruse your assigned Facebook page or blog!
WEEKS 3 and 4 • Forced Labor Trafficking, Sin, Justice, and Solidarity	
Mon 4/11	<p>Globalization and Neoliberalism as the Context for Forced Labor</p> <p>Read: Shelley, Chapter 1, "Why Has Human Trafficking Flourished?" (CAMINO)</p>
Wed 4/13	<p>International Forced Labor Trafficking: Cases of Brazil and India</p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Bales, Chapter 4 (students with last names A-K) ○ Bales, Chapter 6 (students with last names M-Z)
Fri 4/15	<p>Migrants and Labor; The Fair Food Movement</p> <p>Read:</p> <ul style="list-style-type: none"> • Brennan, <i>Life Interrupted</i> Chapter 1: "Dangerous Labor," pp. 37-60 (the remainder of this chapter is optional) (Accessible via library website—link on CAMINO. You need to click on "Connect to this title online" and sign in with your SCU credentials.) • "Slavery in the Fields and the Food We Eat" (http://ciw-online.org/wp-content/uploads/12SlaveryintheFields.pdf) • <i>Optional:</i> "Fair Food Program 2014 Annual Report" (http://fairfoodstandards.org/cms/wp-content/uploads/2015/08/14SOTP-Web.pdf)

Mon 4/18	Dignity and the Kingdom of God Read: <ul style="list-style-type: none"> • D. O’Murchu, “Jesus and the Paradox of Kingship” and • Bible: Luke 22: 24-27; Genesis 1: 26-31; Psalm 8
Wed 4/20	Sin, Justice, and Solidarity Read: <ul style="list-style-type: none"> • Vincent J. Miller, Slavery and Commodity Chains: Fighting the Globalization of Indifference (http://americamagazine.org/content/all-things/slavery-and-commodity-chains-fighting-globalization-indifference) • <i>Optional:</i> Flores, “Beyond Consumptive Solidarity: An Aesthetic Response to Human Trafficking”
EXTRA CLASS WED 4/20, 5 – 6 p.m.	ALL STUDENTS ARE REQUIRED TO ATTEND THE PANEL PRESENTATION, “Human Trafficking and Services to Survivors” WED. APRIL 20, 5:00 pm - 6:00 pm., Benson Parlors B/C. <u>You will be required to do a makeup paper if you absolutely cannot attend.</u>
Friday 4/22	Midterm Exam
WEEKS 5, 6, and 7 • Sex Trafficking and Patterns of Relationality	
Mon 4/25	Contours of Sex Trafficking: Domestic Read: Amy Fine Collins, “Sex Trafficking in America: The Girl Next Door,” Vanity Fair, May 2011 (http://www.vanityfair.com/news/2011/05/sex-trafficking-201105)
Wed 4/27	Guest speaker, survivor/leader. Watch (at home before class): <i>A Path Appears</i> , Part I (This film can be accessed on the library website. Click on “Streaming Videos/eBooks” and enter “Path Appears” into the search box. You will need to sign in using your SCU credentials.)
Fri 4/29	Contours of Sex Trafficking: International Read: Bales, Chapter 2
Mon 5/2	Rape Culture, Sexual Entitlement, Gender Roles, and Sexual Stereotyping as Contributors Watch (at home before class): <i>The Mask You Live In</i> (This film can be accessed on the library website. Click on “Streaming Videos/eBooks” and enter “Mask You Live In” into the search box.)
Wed 5/4	Models of Understanding Trafficking; Why Do Trafficked Persons Stay? Read: Brennan, <i>Life Interrupted</i> , Chapter 2, “Chains of Fear”
Fri 5/6	Josie Feemster, survivor/leader, guest speaker: The “Overcomer” Model Read: Campbell and Zimmerman, “Christian Ethics and Human Trafficking Activism: Progressive Christianity and Social Critique”
Mon 5/9	Theological Lenses: Mutuality, Equality and Freedom; Alternative

	<p>Models to Rescue</p> <p>Read:</p> <ul style="list-style-type: none"> • Brazal, "Metaphorical Ecclesiology: Faith-Based Responses to Sex Trafficking" • Cooper, "Fair Trade Sex: Reflections on God, Sex, and Economics" • <i>Optional:</i> Bernstein, "Sex, Trafficking, and the Politics of Freedom" (link on Camino)
Wed 5/11	(Hefty) Quiz (on post-midterm material)
INTERLUDE: Human Trafficking in the Bay Area	
Fri 5/13	<p>Guest Speaker: Sharan Dhanoa, South Bay Coalition to End Human Trafficking: Human Trafficking in the Bay Area</p> <p>At home: individual/group work on presentations</p>
WEEKS 8 and 9 • Group Presentations	
Mon 5/16	<p>Group Presentations 1: Labor Trafficking</p> <p>Read: TBA</p>
Wed 5/18	<p>Group Presentations 2: Domestic Servitude</p> <p>Read: TBA</p>
Fri 5/20	<p>Group Presentations 3: Domestic Sex Trafficking</p> <p>Read: TBA</p>
Mon 5/23	<p>Group Presentations 4: International Sex Trafficking</p> <p>Read: TBA</p>
Wed 5/25	<p>Group Presentations 5: Child Soldier Trafficking</p> <p>Read: TBA</p>
WEEK 10 • Responses to Trafficking; and Wrap-Up	
Fri 5/27	<p>Guest Speaker: Jonathan Fung, Ph.D.: Becoming an Activist in Human Trafficking</p> <ul style="list-style-type: none"> • Read: Bales, "What Can Be Done?" (Chapter 7) and "Coda" • If you didn't before: Calculate your "slavery footprint" at: www.slaveryfootprint.org
Mon 5/30	<i>Memorial Day; no class</i>
Wed 6/1	<p>What Does Solidarity Really Look Like?</p> <p>Read:</p> <ul style="list-style-type: none"> • Ada Maria Isasi-Diaz, "Solidarity: Love of Neighbor in the Twenty-First Century" • Turn in informal Blog Report! • <i>Optional:</i> Flores, "Beyond Consumptive Solidarity: An Aesthetic Response to Human Trafficking" (if you didn't already read it)
Fri 6/3	<p>Wrap-up: Redemption</p> <p>Read: Ignatio Ellacuria, S.J., SCU Commencement Address, June 1982 (https://legacy.scu.edu/Jesuits/ellacuria.html)</p>

Final paper must be submitted to Camino **AND** IN HARD COPY TO THE RELIGIOUS STUDIES OFFICE (3rd floor of Kenna, inside the glass door on the EAST side of the building—the side nearest the law school!) no later than **Monday, June 6, at noon**. (Don't forget to turn it in online as well!)