

Slavery and Abolition in the Modern World
Harvard College for Free the Slaves

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Syllabus

Slavery and Abolition in the Modern World

Course Description

Does slavery exist in our communities today? The U.S. government thinks so and states that up to 13 million slaves exist globally today. Leading authors put the number at 27 million or more. Human Trafficking is another name used for slavery. Slaves, under threat of violence, do not have the choice to leave their circumstances. In spite of the existence of robust laws the vast majority of victims remain enslaved. Diverse economic, social, cultural, psychological and governmental forces keep this problem hidden from law enforcement, anti-slavery advocates and academics. This course provides cross-disciplinary understanding of both modern slavery and modern abolition by addressing two foundational areas and three subject areas. The first foundational area connects historical slavery to modern slavery through comparison and contrast by utilizing slave narratives and other readings to compare “slave societies” and “societies with slaves”, thusly challenging assumptions about slavery and connecting a seemingly old idea to our modern world. The second, social movement theory, introduces theoretical approaches to abolition, and poses basic questions that are revisited through the course such as ‘what constitutes the anti-slavery movement’. With a platform for discussion and learning then established, the law, economics and business, and global health as they pertain to modern slavery and abolition will be inspected via case studies, lectures and sections, exercises and the application of human rights and feminist lenses. Students will culminate the course with a final project of their choosing that can be shared with the existing community-of-practice in support of a constructive discourse.

Assignments and Grading

- A) Essays – 50% of the final grade
- B) Attendance and participation – 20% of the final grade
- C) Final group project introductory presentation - 10% of the final grade
- D) Final group project and presentation – 20% of the final grade

Area – History

Week 1

Berlin, Ira. “Introduction.” *Generations of Captivity: A History of African American Slaves*. Cambridge, Mass.: Belknap Press of Harvard University Press. 2003

WPA narratives online at <http://memory.loc.gov/ammem/collections/voices/title.html>.

Bales, Kevin and Ron Soodalter. Chapter 1, 2, and 3. *The Slave Next Door: Human Trafficking and Slavery in America Today*. Berkeley, CA: University of California Press. 2009. 3-77.

History assignment due

Area -- Social Movement

Week 2

Bales, Kevin. *Ending Slavery: How We Free Today's Slaves*. Los Angeles: University of California, 2007. Print. Chapter 2 & 3

Kara, Siddharth. *Sex Trafficking: Inside the Business of Modern Slavery*. New York: Columbia UP, 2009. Print. Chapter 1

Week 3

Kara, Siddharth. *Sex Trafficking: Inside the Business of Modern Slavery*. New York: Columbia UP, 2009. Print. Chapter 2, 3, 7

Week 4

Armstrong, Helen. *Rebuilding Lives: An Introduction to Promising Practices in the Rehabilitation of Freed Slaves*. 2008. MS. Washington D.C. Pages 5-14.

Social Movement Assignment due

Area – Law

Week 5

Kleemans, Edward R. *Human Smuggling and Human Trafficking*. The Oxford Handbook of Crime and Public Policy. Ed. Michael Tonry. Oxford University Press. NY. 2009. Text of the UN Protocol To Prevent, Suppress And Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organized Crime.

Iñiguez de Heredia, M. (2008). People Trafficking: Conceptual issues with the United Nations Trafficking Protocol 2000. *Human Rights Review*, 9(3), 299-316. doi:10.1007/s12142-007-0051-

Krieg, S. (2009). Trafficking in Human Beings: The EU Approach between Border Control, Law Enforcement and Human Rights. *European Law Journal*, 15(6), 775-790. doi:10.1111/j.1468-0386.2009.00490.x.

Mattar, Mohamed Y. *Tulane Journal of International and Comparative Law*; Volume 14, Number 2, Spring 2006. Pages 48-52.

Week 6

Mattar, Mohamed Y. "Examining U.S. Efforts to combat Human Trafficking and Slavery: An assessment of the United States' recent legal responses to the problem of trafficking in persons on the federal state and international levels", Testimony before House Committee on Judiciary, Subcommittee on the Constitution, Civil Rights and Property Rights. July 7th, 2004.

Wilson, D., Walsh, W., & Kleuber, S. (2006). Trafficking in Human Beings: Training and Services among US Law Enforcement Agencies. *Police Practice & Research*, 7(2), 149-160. doi:10.1080/15614260600676833.

TIP report: <http://www.state.gov/g/tip/rls/tiprpt/2009/>

Law assignment due

Area -- Economics and Business

Week 7

A Global Alliance Against Forced Labour. "Global Report under the Follow-up to the ILO Declaration on Fundamental Principles and rights at work 2005." International Labour Office. Geneva, 2005.

http://www.ilo.org/global/What_we_do/Publications/ILOBookstore/Orderonline/Books/1ang--en/docName--WCMS_081882/index.htm. 1-15, 25-30, 30-41, 46-52, 52-59, 63-65, 74 (blue box), 77-78, 79 (blue box), 83-87.

Bales, Kevin. *Disposable People: New Slavery in the Global Economy*. Introduction, Ch. 1, pick a region-specific chapter also

Week 8

Laogai Handbook: Laogai Research Foundation. Washington, DC: 2008. p 1-30, 530-533
French, Howard. "Reports of Forced Labor Unsettle China." *The New York Times*: June 1, 2007. <http://www.nytimes.com/2007/06/16/world/asia/16china.html>

Jacobs, Andrew. "China turns Drug Rehab into a Punishing Ordeal." *The New York Times*: January 7, 2010. Available at:
<http://www.nytimes.com/2010/01/08/world/asia/08china.html>

Week 9

"Stop Chocolate Slavery." Web. <http://vision.ucsd.edu/~kbranson/stopchocolateslavery/>
Raghavan, Sudarsan and Chatterjee, Sumana. "A Taste of Slavery." Knight Ridder Newspapers. June 24, 2001. Available at:
<http://vision.ucsd.edu/~kbranson/stopchocolateslavery/atasteofslavery.html>
<http://vision.ucsd.edu/%7Ekbranson/stopchocolateslavery/atasteofslavery.html>

Toler, Deborah and Schweisguth, Melissa. "While Chocolate Lovers Smile, Child Cocoa Workers Cry." Global Exchange. Available at:
<http://www.globalexchange.org/campaigns/fairtrade/cocoa/cocoareport103003.pdf>
<http://vision.ucsd.edu/~kbranson/stopchocolateslavery/goodchocolateproducts.html>

Scheihagen, Kyle. "Did Child Slaves Harvest Your Latest Chocolate Treat?" OpEd News. July 8, 2005. Available at:
http://www.opednews.com/articles/opedne_kyle_sch_050708_did_child_slaves_har.htm
http://www.opednews.com/articles/opedne_kyle_sch_050708_did_child_slaves_har.htm

Week 10

Hall, Kevin. Various Article. Knight Ridder Newspapers. Available at:
http://www.mongabay.com/external/slavery_in_brazil.htm

Elk, Mike. My Crazy Trip to a Goldman Sachs executive's Brazilian Slave Plantation. January 14, 2010. http://www.huffingtonpost.com/mike-elk/my-crazy-trip-to-a-goldma_b_421575.html

Economics and Business assignment due

Area -- Global Health

Week 11

Ray, N.. "Vulnerability to human trafficking: A Qualitative Study". Diss. Washington University in St. Louis, 2008. Dissertations & Theses: (17-42, 101-105, 198-202), ProQuest. Web. 7 Jan, 2010.

Akaunk. "Survivors of Extreme Abuse: The Awful Rowing Toward Social Emancipation." Scribd (2009): 1-12. Web. 11 Nov 2009. <<http://www.scribd.com/doc/21821911/Survivors-of-Extreme-Abuse-The-Awful-Rowing-Toward-Social-Emancipation>>.

Black, Jessica Grace. "Human Trafficking: Common Diagnoses and the Treatment of Sexual Exploitation." Diss. Alliant International University in Ann Arbor, 2008. Dissertation: (3-6, 9-11, 36-39, 43-46, 48-49, 51-81, 96-100, 104-107), ProQuest. Web 8 Jan, 2010.

Week 12

Crawford, Mary, and Michelle R. Kaufman. "Sex Trafficking in Nepal: Survivor Characteristics and Long-Term Outcomes." SAGE 14.8 (2008): 905-916. Web. 5 Jan 2010. <<http://vaw.sagepub.com/cgi/content/abstract/14/8/905>>.

Yakushko, Oksana. "Human Trafficking: A Review for Mental Health Professionals." Int J Adv Conselling 31. (2009): 158-167. Web. 6 Jan 2010.

Black, Jessica Grace. "Human Trafficking: Common Diagnoses and the Treatment of Sexual Exploitation." Diss. Alliant International University in Ann Arbor, 2008. Dissertation: (76-81), ProQuest. Web 8 Jan, 2010.

Week 13

Lilith-ezine. "A Modern Form of Slavery: Trafficking of Burmese Women and Girls into Brothels in Thailand." Sex eZine (1993): 44-50. Web. 10 Nov 2009. <<http://www.lilith-ezine.com/articles/sex/Sex-Trafficking-in-Burma-and-Thailand.html>>.

Hynes, H. Patricia, and Janice G. Raymond. "Put in Harm's Way: The Neglected Health Consequences of Sex Trafficking in the United States." Policing the National Body: Sex, Race, and Criminalization. Cambridge: South End Press, 2002. 202-220. Print.

Kristof, Nicholas D. "U.S. Foreign Policy and Women Symposium: Human Trafficking-Global Health and Security." Council on Foreign Relations. 03 May 2006. Council on

Foreign Relations, Web. 14 Jan 2010.

<http://www.cfr.org/publication/10604/us_foreign_policy_and_women_symposium.html>.

Global Health assignment due

Teaching Guide: Instructional Theory

Area - History

I. Description and Instructional Theory: The History Unit of the course is dedicated to the comparative analysis of historical slavery and modern-day slavery. Because the slave trade is virtually invisible, there is still a great deal to be learned about the nature of the modern slave trade. An accurate understanding of what constitutes modern-day slavery requires an understanding of the intersections with and points of divergence from historical slavery. This section of the class is built to encourage discussion concerning the nature of slavery, the slave trade, and slave masters. The professor should encourage students to not only think critically about existing definitions of slavery that will be presented in the readings, but also to form their own definitions of slavery and freedom. How can one be enslaved? When the body is enslaved, is the mind enslaved as well? By contrasting our knowledge of historical slavery and modern-day slavery, students will also begin to understand the need there is for academic research in this area.

Week 1

Possible In-Class Discussion and Lecture Topics: The first class discussion will revolve around the introduction to *Generations of Captivity: A History of African American Slaves*, which begins with a good working-definition of slavery. The professor will then generate discussion about the slave and master dynamic discussed in the context of “slave-societies” versus “societies with slaves.” Students will be asked to analyze how the nature of slavery changes within these different economic societies as well as how slavery differed within the “five generations of slavery” summarized in this introduction.

To enrich this discussion, the professor can show images of historical slavery and modern day slavery and have students discuss the similar messages portrayed.

Readings:

1. Berlin, Ira. “Introduction.” *Generations of Captivity: A History of African American Slaves*. Cambridge, Mass.: Belknap Press of Harvard University Press, 2003.
 - Summary: This source discusses the power dynamics of slaves and masters and how slaves are empowered by their brutality as well as their economic positions. It does this within the context of an evolving slavery in the United States. This introduction gives an overview of the “five generations” of slavery starting in Africa and the Transatlantic Slave Trade and moving to the Civil War
2. AUDIO: Listen to or read the WPA narratives online at <http://memory.loc.gov/ammem/collections/voices/title.html>.
3. Kevin and Ron Soodalter. *The Slave Next Door: Human Trafficking and Slavery in America Today*. Berkeley, CA: University of California Press. 2009. 3-77.
 - Summary: The introduction to this book provides a history of American Slavery starting with Christopher Columbus then moving from the transition of

“emancipation” after the Civil War to modern day slavery. Though students should be aware of the limitations facing students of modern-day slavery and thus the limitations of this source, this book provides good summaries and descriptions and emphasizes a hope for the future of modern-day abolitionism.

Assignment: Based on your readings of historical slavery, write a short creative writing piece (3 - 5 pages) in which you imagine yourself, a family member, or a fictional character in an enslaved position in society. How does your character feel oppressed? How does he or she cope with oppression? Can he or she?

Area - Social Movements

I. Description and Instructional Theory: This section provides an introduction to key concepts and theoretical approaches to social movement theory and its ties with modern day abolitionist movements. Authors Charles Tilly, Alain Touraine, Mancur Olsen and Doug McAdam are discussed. Students are expected to examine, apply and critically evaluate the different theoretical approaches to the anti-slavery movement. This curriculum will compare cases from the United States of America, Asia, and Europe to provide students with knowledge in the basic tools of comparative analysis. The role of media will be discussed. This course section is broken down into three sections: social movement theory, local anti-slavery movement and international slavery-movement.

Week 2

Possible In-Class Discussion and Lecture Topic: This class's discussion should focus on *Modern Slavery* a Free the Slaves video made in 2006 which is 10 minutes long. This film is a short introduction to the world of slavery. It ends with a message from Free the Slaves, a national NGO that is at the front lines of the abolitionist movement. Use this document to launch a discussion of this weeks reading.

Readings:

1. Bales, Kevin. *Ending Slavery: How We Free Today's Slaves*. Los Angeles: University of California, 2007. Print. Chapter 2 & 3
 - Summary: Bales outlines the methods used to free victims of slavery that considers pragmatic measures such as fundraising, increasing awareness among the general public, and convincing governments to pay attention.
2. Kara, Siddharth. *Sex Trafficking: Inside the Business of Modern Slavery*. New York: Columbia UP, 2009. Print. Chapter 1.
 - Summary: *Sex Trafficking* strikes a nearly perfect balance between narrative and numbers. Kara provides quantitative information to provide rationale. It is part text book and part novel, an informative and analytical source for an academic class on such a topic.

Week 3

Possible In-Class Discussion and Lecture Topics: Baumann's *Measuring the Effectiveness of Anti-Slavery Work* provides a critical view of the modern abolitionist movement. Give an outline of Baumann's method of analysis in class and then have students use this method to evaluate Bale's approach to abolition from this week's assigned reading. Source: Baumann, Ginny. *Measuring the Effectiveness of Anti-Slavery Work*. Publication. Washington D.C., 2006. Print.

Readings:

1. Kara, Siddharth. *Sex Trafficking: Inside the Business of Modern Slavery*. New York: Columbia UP, 2009. Print. Chapter 2, 3, 7.

- Summary: Sex Trafficking strikes a nearly perfect balance between narrative and numbers. Kara provides quantitative information to provide rationale. It is part text book and part novel, an informative and analytical source for an academic class on such a topic.

Week 4

Possible In-Class Discussion and Lecture Topics: Discussion questions for this week should focus on questions of rehabilitation. What are the rehabilitation steps outlined in this weeks reading? What does this mean for the anti-trafficking movement? If so many problems face survivors, how do we cope with the magnitude of this issue? In what way can NGOs effectively serve victims? By focusing on one issue at a time?

Readings:

1. Armstrong, Helen. *Rebuilding Lives: An Introduction to Promising Practices in the Rehabilitation of Freed Slaves*. 2008. MS. Washington D.C. Pages 5-14.

- Summary: This section is entitled “How People Become Free” and outlines the general steps newly freed persons take toward rehabilitation. It discusses the advantages that come from being involved in a support group as well as the challenges faced within that group and the challenges faced by individuals who escape alone.

Assignment: Choose an international anti-trafficking NGO such as Free the Slaves or Amnesty International and analyze its effectiveness in confronting the roots of the anti-slavery movement in a five page paper.

Area - Law

I. Description and Instructional Theory: This section of the curriculum examines the legal aspects surrounding human trafficking. Students will analyze the “Protocol To Prevent, Suppress And Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organized Crime,” and pay close attention to the actors who influenced its formulation. They will also briefly look at the EU framework for combating trafficking. Several readings assess the strengths and weaknesses of international law. Improvements are suggested and a sort of model law is developed. The effects of US foreign policy and its use of the TIP report to rank nations according to their anti-trafficking legislation are examined. The curriculum also covers US domestic law, including the stipulations of the Trafficking Victims Protection Acts. It explores how it became a policy issue, the effectiveness of US domestic law, and offers possible solutions to its inadequacies. It is important to consider the tone of the written laws and the actors that may have influenced them.

Week 5

Possible In-Class Discussion and Lecture Topics: This broad focus of this class is international anti-trafficking law. Discussions should include the elements necessary to improve international law as well as the strengths and weaknesses of the Protocol (ex. what may have influenced what was included and excluded according to a different frameworks and authors?)

Readings:

1. Kleemans, Edward R. “Human Smuggling and Human Trafficking.” Oxford Handbook of Crime and Public Policy. 2009: Print.
 - Summary: Kleemans discusses the difference between trafficking and smuggling and explains the channels through which they take place. It provides an important basis for understanding trafficking, smuggling and their relation to immigration law.
2. Text of the UN Protocol To Prevent, Suppress And Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organized Crime.
<http://www.uncjin.org/Documents/Conventions/dcatoc/final_documents_2/convention_%20traff_eng.pdf>.
 - Summary: When compared to Kelleman’s article, the UN Protocol To Prevent, Suppress And Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organized Crime has two apparent weaknesses which are exclusion of intrastate trafficking and non-international criminal organizations in its definition of trafficking. Students should make note of any potential weaknesses or strengths, whether in language or conditions of the law that they perceive in the text after taking into account Kleeman’s article.

3. Iniguez de Heredia, Marta. "People Trafficking: Conceptual issues with the United Nations Trafficking Protocol 2000." *Human Rights Review* 9.3 2008: 299-316. Academic Search Premier. EBSCO. Web. 4 Mar. 2010.

- Summary: Iniguez's de Heredia's article provides a feminist framework to consider the strengths and the weaknesses of the UN Protocol. This feminist perspective examines why non-organizational traffickers and intra-border trafficking are excluded from the protocol.

4. Krieg, Sarah H. "Trafficking in Human Beings: The EU Approach between Border Control, Law Enforcement and Human Rights." *European Law Journal* 15.6 2009: 775-790. Academic Search Premier. EBSCO. Web. 4 Mar. 2010.

- Summary: Krieg's article provides a solid foundation for the controversy between a human rights approach versus a law enforcement approach to combating human trafficking. From pages 780 to 790 in particular it discusses the tension between a human rights approach and a law enforcement approach in the Palermo Protocol and how the issue relates to immigration law.

5. Mattar, Mohamed Y. "Tulane Journal of International and Comparative Law;" Volume 14, Number 2, Spring 2006. Pages 48-52. Print.

- Summary: Mohamed Y. Mattar's article argues that legislation must be unique to individual countries, but outlines five elements that that must be incorporated. Mattar compares the UN approach, the US approach, and Europe's approach, pointing out the strengths and weaknesses in each of the "five p" categories. The article addresses some of the weaknesses that were brought up in the previously mentioned articles. He highlights the need for a human rights approach to ensure victim rights related to Krieg's article, specifically the need to identify and classify victims that addresses one of the main weaknesses of the UN Protocol. It provides a basic model international law. At this point students should have an understanding of the strengths and weaknesses of the Protocol, what may have influenced what was included and excluded according to a couple different frameworks and authors, and the elements necessary to improve international law.

Week 6

Possible In-Class Discussion and Lecture Topics: This class should focus on U.S. anti-trafficking legislation. Questions should resemble the following: Is the US in a position to assert authority in the movement against human trafficking? What is being done in the US, what more needs to be done? Is US foreign policy more harmful than it is beneficial?

Readings:

1. Mattar, Mohamed Y. "Examining U.S. Efforts to combat Human Trafficking and Slavery: An assessment of the United States' recent legal responses to the problem of trafficking in persons on the federal state and international levels." Testimony before

House Committee on Judiciary, Subcommittee on the Constitution, Civil Rights and Property Rights. July 7th, 2004.

- Summary: Mohamed Y. Mattars testimony before the House Committee on Judiciary provides a good overview of the TVPA and its reauthorizations. He provides mainly a positive and optimistic assessment of US law, which is interesting considering his audience.

2. Wilson, Deborah G., William F. Walsh, and Sherilyn Kleuber. "Trafficking in Human Beings: Training and Services among US Law Enforcement Agencies." *Police Practice & Research* 7.2 2006: 149-160. Academic Search Premier. EBSCO. Web. 4 Mar. 2010.

- Summary: Wilson et al. provides an interesting study juxtaposed to Farrell's article. The study points out the major weaknesses in US domestic law enforcement and its policy implications. It points out the strikingly low levels of awareness and prevention training among local and state police agencies in the US and provides some interesting statistics.

3. TIP report: <http://www.state.gov/g/tip/rls/tiprpt/2010/>

Assignment: The student chooses a country, does outside research to assess its anti-trafficking legislation and efforts, compares it to how the US ranks it on the TIP report, and proposes legislative solutions.

Area Four - Economics and Business

Description and Instructional Theory: The purpose of this section is to analyze the relationship between the legal economy and the illegal, slave driven economy. The goal is to understand the issue from a bottom-up approach, focusing on the roots of slavery, then analyzing the relationship between our daily lives and slave labor. Slavery is economic by nature and through this unit, students are expected to examine, apply and critically evaluate the theme of lack of accountability and expediency to slavery.

Week 7

Possible In-Class Discussion and Lecture Topics: This class should focus on the difference between “traditional” and “modern” forced labor and slavery, articulated in the Global Alliance piece, pages 1-25. Questions for discussion should be similar to the following: What are the differences and similarities between forced labor by the state vs. forced labor by the private sector? Does the state, with regards to prison labor, ever act like an individual slave owner? How can the prominence of slavery reflect other trends both economic and social in these environments?

Readings:

1. *Global Alliance against Forced Labour*: pages 1-15, 25-30, 30-41, 46-52, 52-59, 63-65, 74 (blue box), 77-78, 79 (blue box), 83-87
 - Summary: This document provides a comprehensive summary and analysis of forced labor. It gives lots of insight into the commonalities between areas with slavery including giving insight into the relationship between poverty and slavery, a section we will read. The document also gives estimates on forced labor populations and explains how these measurements were made. The key bias to understand is that this research comes from a group opposed forced labor; however, given that they explain how they took their measurements, their research seems to be very reliable.
2. Bales, Kevin. *Disposable People: New Slavery in the Global Economy*. University of California Press. Los Angeles, 2004.
 - Summary: Everyone reads the introduction, and the first chapter and each person picks a region-specific chapter to read. The section we will mainly be looking at in this book seeks to distinguish the modern slavery, which is discussed in this course, with the older slavery that is rooted in racism and has been entrenched in traditions of certain societies. The book makes key claims about how slavery is used for expediency and economic needs, which are essential to the understanding of this section of the curriculum.

Week 8

Possible In-class Discussion and Lecture Topics: Discussions during this class should revolve around China as a nation-as-slave owner. Questions should resemble the

following: How has China's history with forced labor created a dependency on it? Compare and contrast the different types of Laogai labor in China. What are different categories of the laogai and how are they different/similar?

Readings:

1. Laogai Handbook: Laogai Research Foundation. Washington, DC: 2008 1-30, also read up on one province in specific, 530-533.
 - Summary: This is an impeccably researched collection of information about the Laogai system. It is very long, so we will only be reading a small portion of it, but it gives a lot of very useful information, and anyone who is interested in studying the Laogai further should definitely look into the other sections. Additionally, the document also contains a Congressional Hearing on the issue, which is important because it shows where the U.S. stands on the issue.
2. French, Howard. "Reports of Forced Labor Unsettle China." *The New York Times*: June 1, 2007. <http://www.nytimes.com/2007/06/16/world/asia/16china.html>
 - Summary: This article is very readable and gives a much briefer account. It is important to read because it highlights brick kilns, which seem to be separate from the government-run kind of forced labor discussed in the Laogai Handbook.
3. Jacobs, Andrew. "China turns Drug Rehab into a Punishing Ordeal." *The New York Times*: January 7, 2010. Available at: <http://www.nytimes.com/2010/01/08/world/asia/08china.html>
 - Summary: As discussed in other documents this week, China uses forced labor for punishment as well as well as for economic good. This article discusses another group- drug users- that China punishes, benefiting its economy in the process.

Week 9

Possible In-Class Discussion and Lecture Topics: This discussion in this class should focus on chocolate slavery. Questions should resemble the following: Did Harkin-Engel fail? How and why? Do you believe it is better that we stop buying tainted chocolate or does it only worsen the condition of slaves? If you think the latter, how would the cycle be broken? Will your new knowledge about chocolate products change the way you purchase chocolate? Do you think other people, if provided with this information, would change their consumer habits?

Readings:

1. Stop Chocolate Slavery: <http://vision.ucsd.edu/~kbranson/stopchocolateslavery/>
 - Summary: This is an advocacy group dedicated to informing people about the connections between chocolate and slavery in hopes of helping those forced to work. This website is useful because it provides links to well researched articles and also has a useful section on which chocolate is slave free and which is not.

2. Raghavan, Sudarsan and Chatterjee, Sumana. "A Taste of Slavery." Knight Ridder Newspapers. June 24, 2001.
<http://vision.ucsd.edu/~kbranson/stopchocolateslavery/atasteofslavery.html>
 - Summary: This article, provided on the chocolate slavery advocacy website, outlines the different experiences of people affected by slavery, explains how children become involved in the trade, and offers insight as to why chocolate slavery is allowed to exist.
3. Toler, Deborah and Schweisguth, Melissa. "While Chocolate Lovers Smile, Child Cocoa Workers Cry." Global Exchange.
<http://www.globalexchange.org/campaigns/fairtrade/cocoa/cocoareport103003.pdf>
 - Summary: This article first critiques USAID, The IMF, and the World Bank, before discussing Fair Trade as a solution. This section strikes me as biased. However, the remainder of the document provides an informed, statistically supported analysis of the slavery that creates chocolate and the corporate behavior that allows it to happen.
4. Scheihagen, Kyle. "Did Child Slaves Harvest Your Latest Chocolate Treat?" OpEd News. July 8, 2005.
http://www.opednews.com/articles/opedne_kyle_sch_050708_did_child_slaves_har.htm
<http://vision.ucsd.edu/%7Ekbranson/stopchocolateslavery/>
 - Summary: This op-ed piece provides a different perspective on the Harkin-Engel Protocol, reflecting disappointment that the Senators accepted that the cocoa industries had not met their deadlines required in the protocol for certification.

Week 10

Possible In-Class Discussion and Lecture Topics: Topics for this class include Mike Elk's accusations against Wall Street, Goldman Sachs and Sudanese slavery, and the collection of articles on slavery in Brazil, especially at "Products of Brazil's slavery find way to U.S. markets". Questions should resemble the following: Why would the US allow these products to enter the domestic economy? Does it help or hurt the US economy? What do you think about Donaldson's argument that there isn't "a way of helping"? Is there any way for consumers to be involved? Do you think Mike Elk's accusations against Wall Street in general make his case stronger or weaker? What are your thoughts on Goldman Sachs and Sudanese slavery? Is there anyway Goldman Sachs could continue its relationship with PetroChina without funding slavery?

Readings:

1. Hall, Kevin. Various Article. Knight Ridder Newspapers.
http://www.mongabay.com/external/slavery_in_brazil.htm

- Summary: These articles, when taken together, offer a solid picture of slavery in Brazil and its connections to the United States economies. The articles highlight the lack of accountability at all levels and demonstrate how products of Brazilian slaves are able to find their way into the US economy.

2. Elk, Mike. My Crazy Trip to a Goldman Sachs executive's Brazilian Slave Plantation. January 14, 2010. Available at: http://www.huffingtonpost.com/mike-elk/my-crazy-trip-to-a-goldma_b_421575.html

http://www.huffingtonpost.com/mike-elk/my-crazy-trip-to-a-goldma_b_421575.html

- Summary: This article is very readable. At the same time as it offers insight into Goldman Sachs and its connections to slavery, it also makes attacks on Pedro Henrique Fragozo Pires Garcia that may or may not be merited. The article is important to read both because of its insight into the issue and also because its tone is something students should see before they become involved in their own advocacy if they choose to do so. It is important for students to reflect on the different styles of writing.

Assignment: Choose one global trend and write a paragraph about its connections to slavery. Also include a one paragraph conjecture about why you think this slavery is able to exist and interact with the modern economy.

Area - Public Health

I. Description and Instructional Theory: The purpose of this section is to define the specific strategies of exploitative victimization involved in different types of modern-day slavery as well as factors of vulnerability. This is intended to allow for the to study the physical and psychological health related effects these practices have on trafficking victims and how they are identified, and to look at various techniques that rehabilitation and reintegration centers employ on former trafficking victims to alleviate these health effects caused by extreme forms of abuse. This section of the course utilizes case-based studies and survey-based research. This approach not only allows students to have a basic understanding of trafficking abuse, health effects, and current treatments in rehabilitation centers, but gives students examples of the type of fundamental research that is currently scarce in the area of trafficking health. The students take this evaluation of research further in the psychological rehab assignment by looking up current treatment research themselves on a common psychological illness diagnosed in trafficking victims. The personal aspect addressed in this unit allows students to associate abstract principles which they have learned to tangible situations.

Week 11

Possible In-Class Discussion and Lecture Topics: This class will focus on the factors of vulnerability and how they may change depending on varying factors (ex. If poverty within the country is a main vulnerability factor, how does that translate into trafficking within the US?). Discussion will also involve the different types of abuse and how they relate to age and gender.

In-Class Materials:

1. Chart: "Questions to Help ID a Trafficking Victim"

*Derived From: Hyde, Judith, Kevin Bales, and Mark Levin. "Physical and Mental Health Aspects of Rehabilitating Children Freed From Slavery." *Free the Slaves*. 2006. (25). Free the Slaves, Web. 18 Jan 2010.
<<http://www.freetheslaves.net/Document.Doc?id=36>>.

- Summary: This chart is a result of a study done on trafficking victims from Cote d'Ivoire and Togo, India, and Haiti rehabilitation centers and reports physical/psychological manifestations of abuse seen in these victims.

2. Chart: "FTS- Identifying a Trafficking Victim"

*Derived From: "Look Beneath the Surface: Role of Health Care Providers in Identifying and Helping Victims of Human Trafficking." *The Campaign to Rescue and Restore Victims of Human Trafficking: Rescue and Restore Campaign and Tool Kits*. 19 Oct 2009. Administration for Children and Families, Web. 13 Jan 2010.
<http://www.acf.hhs.gov/trafficking/campaign_kits/index.html>.

- Summary: These are questions provided by HHS (Human Health Services) to trafficking health care providers and doctors educating that assist in identifying victims out in the open based on common tell-tale signs of the existence of trafficking abuse.

Readings:

1. Ray, N.. "Vulnerability to human trafficking: A Qualitative Study". Diss. Washington University in St. Louis, 2008. Dissertations & Theses:(20-42, 101-105), ProQuest. Web. 7 Jan, 2010.

- Summary: This source mainly discusses the psychological and physical factors that lead to the vulnerability of people towards trafficking, and explores if and how these two types of vulnerability factors interact.

2. Akaunk. "Survivors of Extreme Abuse: The Awful Rowing Toward Social Emancipation." Scribd (2009): 1-12. Web. 11 Nov 2009. <<http://www.scribd.com/doc/21821911/Survivors-of-Extreme-Abuse-The-Awful-Rowing-Toward-Social-Emancipation>>.

- Summary: This article aims to educate on the basic psychodynamics of extreme trauma, discuss the obstacles put forth by the mental health care industry in treating trafficking victims, and highlights the need for extreme abuse politics

3. Black, Jessica Grace. "Human Trafficking: Common Diagnoses and the Treatment of Sexual Exploitation." Diss. Alliant International University in Ann Arbor, 2008. Dissertation: (36-39, 51-76, 96-100), ProQuest. Web 8 Jan, 2010.

- Summary: This study analyzes the types of exploitative abuse in trafficking practices, and current diagnoses of trafficking victims as well as briefly discussing the political obstacles toward eliminating trafficking.

Week 12

Possible In-Class Discussion and Lecture Topics: This class should discuss the ways in which victims currently are or should be rehabilitated. Discussion should include the possibilities such as medical rehab, psychological rehab, re-integration, re-introduction to the family, job training etc. The pros and cons of each rehabilitation technique should also be debated. The following questions may be used to inspire further discussion: Why do some victims, after they go through rehabilitation, willing to return to slavery? Should rehabilitation techniques be dependent on the type of abuse suffered or should there be a uniform type of rehabilitation for all trafficking victims?

In-Class Materials:

1. Video: Doctors of the World. "Nepal: Care and Support for Survivors of Trafficking." Online informational promo video. 2 July 2008. YouTube. 10 Jan 2010. <<http://www.youtube.com/watch?v=i9t1PdVrQUs>>.

- Summary: This video is a presentation by Doctors of the World showing their efforts in Nepal to provide medical care for trafficking victims
2. Video: Peace Rehabilitation Center. "Sex Trafficking Rehabilitation- Caring for Abused and HIV Infected." Online video interview. 25 March 2009. YouTube. 09 Jan 2010. <<http://www.youtube.com/watch?v=avRpRxoprlY>>.
- Summary: In this video, founder of Peace Rehabilitation Center, Shanta Saptoka, discusses the techniques used to take care of HIV infected and exploited trafficking victims as well as factors of abuse suffered by these victims.

Readings:

1. Crawford, Mary, and Michelle R. Kaufman. "Sex Trafficking in Nepal: Survivor Characteristics and Long-Term Outcomes." *SAGE* 14.8 (2008): 905-916. Web. 5 Jan 2010. <<http://vaw.sagepub.com/cgi/content/abstract/14/8/905>>.
- Summary: This is a study done on the techniques, difficulties, and success of rehabilitation and reintegration centers and the characteristics of rehab victims.
2. Yakushko, Oksana. "Human Trafficking: A Review for Mental Health Professionals." *Int J Adv Conselling* 31. (2009): 158-167. Web. 6 Jan 2010.
- Summary: This source discusses the specific psychological and psychosocial effects of trafficking abuse and gives suggestions on tactics that mental health rehab counselors can employ to best treat trafficking victims.
3. Black, Jessica Grace. "Human Trafficking: Common Diagnoses and the Treatment of Sexual Exploitation". Diss. Alliant International University in Ann Arbor, 2008. Dissertation: (76-81), ProQuest. Web 8 Jan, 2010.
- Summary: The part of this continued source reveals the common treatments of trafficking victims in rehab centers.

Week 13

Possible In-Class Discussion and Lecture Topics: Discussion should revolve around trafficking as a global health issue and its governmental obstacles. Questions should be similar to the following: What are some of the obstacles surrounding health care concerning human trafficking? Is the debate between prostitution and sex slavery valid or should all of these women have the same health care rights? Are there pros/advantages to compulsory AIDS testing, and if so, what are they?

Readings:

1. Lilith-ezine. "A Modern Form of Slavery: Trafficking of Burmese Women and Girls into Brothels in Thailand." *Sex eZine* (1993): 44-50. Web. 10 Nov 2009. <<http://www.lilith-ezine.com/articles/sex/Sex-Trafficking-in-Burma-and-Thailand.html>>.

- Summary: These excerpts from a feminist anti-slavery online magazine discuss abuse of victim rights by government actions such as breaching privacy with AIDS testing disclosure, compulsory testing, etc. It also highlights abuses experienced by trafficking victims.
2. Hynes, H. Patricia, and Janice G. Raymond. "Put in Harm's Way: The Neglected Health Consequences of Sex Trafficking in the United States." *Policing the National Body: Sex, Race, and Criminalization*. Cambridge: South End Press, 2002. 202-220. Print.
- Summary: This source reveals the inaccurate views on what stipulates sex slavery and prostitution, discusses the politicizing of health in light of the equality of health care treatment, and briefly explores the topic of the effectiveness of trafficking rehabilitation.
3. Kristof, Nicholas D. "U.S. Foreign Policy and Women Symposium: Human Trafficking- Global Health and Security." *Council on Foreign Relations*. 03 May 2006. Council on Foreign Relations, Web. 14 Jan 2010.
<http://www.cfr.org/publication/10604/us_foreign_policy_and_women_symposium.html>.
- Summary: This source is an audio recording (or transcript) of a US Foreign Relations panel discoursing over the threats to global health and global security posed by human trafficking. It also puts forth suggestions as to how global health policy should be corrected so health care is available for all victims as well as citizens of poor nations.

Assignment: Write a letter to the US Foreign Relations including all you know about abuse and vulnerability in detailing what you think is the best way to provide the highest quality and wide spread medical care to victims of human trafficking.