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SOC 280 Human Trafficking: A Global Perspective

Brooke Ward
Grand Valley State University

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SOC 280 Human Trafficking: A Global Perspective

Brooke Ward

wardbro@mail.gvsu.edu

Course Description: Human trafficking is the second-largest criminal industry in the world. This complex, global phenomenon has remained largely hidden and is, as a result, often misunderstood. This course will allow students to gain a better understanding of human trafficking. We will examine internationally agreed upon definitions of trafficking, as well as the different types of trafficking. Sex trafficking will be our primary focus, however, we will also examine labor, organ, and child trafficking. This course will analyze the history of human trafficking and how trafficking relates to American slavery. We will explore the different ways globalization has fueled the trafficking industry through increased communication, travel advances, and the push for global neo-liberalism. We will also analyze trafficking from various sociological perspectives to gain a better understanding of why and how trafficking operates.

Course Goals: By the end of the course, students will be able to...

- 1.) Define human trafficking and identify the diverse forms of trafficking, as well as distinguish trafficking from related phenomena
- 2.) Recognize and evaluate the differences between early forms of slavery and modern slavery
- 3.) Identify and explain the myths and misconceptions surrounding trafficking
- 4.) Recognize methodological issues hindering the study of human trafficking
- 5.) Analyze human trafficking from various sociological perspectives including conflict theory, symbolic interactionism, and feminist theory
- 6.) Interpret and discuss how human trafficking fits into a larger framework of globalization, inequality, and exploitation

Learning Objectives:

- 1.) Students will come to understand conflict theory through the study of human trafficking. Students will be able to analyze the power differentials between

- developing and developed nation, trafficked persons and their traffickers, and trafficked persons and society at large.
- 2.) Students will grasp feminist theory by analyzing how gender discrimination, gender inequality, and gender oppression contribute to human trafficking.
 - 3.) Students will learn how to apply symbolic interactionism by examining how trafficked persons view themselves. Students will investigate the victim/survivor dichotomy and assess whether someone who doesn't see themselves as a victim can be classified as such.
 - 4.) A multitude of push and pull factors contribute to trafficking. Students will learn how to identify these diverse factors as well as the historical, cultural, and social contexts that have created these factors.
 - 5.) Students will come to understand how categories of difference (e.g. religion, gender, age, class, race/ethnicity) relate to human trafficking.
 - 6.) Trafficked persons are perceived as deserving or undeserving victims. Students will analyze who is considered a deserving victim and who is considered an underserving victim. Students will then compare these categorizations to Herbert Gans' notion of deserving and undeserving poor.
 - 7.) The forces of globalization have perpetuated and increased trafficking in human beings. Students must understand what globalization is, and how it intersects with trafficking.

A Little About Me... I have always been interested in human rights and the violations of these rights committed worldwide. I want to understand how these violations are committed, why they are happening, and what we can do to prevent further violations. Human trafficking violates multiple basic human rights as outlined in the UN Declaration of Human Rights. Trafficking has grown as a global industry and has gained significant media attention in recent years. Multiple factors have contributed to the rise in trafficking including globalization, increased technology, gender inequality, and the spread of capitalism. I want students to understand what constitutes human trafficking and why this issue is important. Trafficking happens in almost every country of the world, including our own. I want to unpack the myths and misconceptions surrounding trafficking and teach students how they can make a difference.

Participation: This is a discussion-based course; students should come to class prepared to discuss the day's assigned reading. This means students should not only complete the reading, but also engage the material: question what you have read, critique the ideas, and form your own opinions. We will combine lectures with round table discussions to create an active dialogue. Student participation is vital to this dialogue.

Journals: Students are required to submit a journal entry for each of our readings. Journals should reflect your thoughts, opinions, and critiques of the assigned reading. Entries are due by the start of class and should be submitted online. No late entries will be accepted. You may skip 2 entries over the course of the semester. I will post a list of suggested questions for each article. You should review this list even if you do not write an entry for that particular article, as we will be discussing these questions in class.

Country Profile: Students will work in groups of 3-4 and research a country of their choice. You are to investigate the extent of human trafficking in your chosen country. Your research should culminate in a media presentation. Your presentation should be roughly 20 minutes and should answer the following questions:

- Is it a source, transit, or destination country? (Or a combination of these three?)
- If it's a source country, what are the push factors?
- If it's a destination country, what are the pull factors?
- What type(s) of trafficking occur here?
- What measures (if any) are being implemented to prevent/stop trafficking?
- Has the country ratified the Palermo Protocol?
- If so, does the country have any reservations or declarations?
- Is it considered a Tier I, II, or III country?
- How are trafficked persons treated? (Reflection period? Deportation? Opportunity for citizenship?)

Unit 1: What is Human Trafficking?

U.S. Department of State. (2013). *Trafficking in persons report*. (pp.7-47) Retrieved from <http://www.state.gov/documents/organization/210737.pdf>.

The introduction of the 2013 Trafficking in Persons Report (TIP) clearly legally defines what is considered human trafficking in the United States as outlined in the Trafficking Victims Protection Act. The document focuses on the difficulty of identifying trafficked persons because of authorities lack of education on trafficking, and victims fear of self-identifying as trafficked. Authorities often misidentify trafficked persons as criminals, or undocumented migrants. Many governments treat trafficking as a border issues, instead of as a human rights issue. This contributes to misidentification. The report itself claims “human trafficking is first and foremost a crime, so it is appropriate to that law enforcement agencies lead most trafficking interventions”. The focus is on prosecuting traffickers and viewing trafficking as a crime. Viewing trafficking in this way means many trafficked persons are not given assistance if they do not comply with the authorities. The report lays out who should be looking for trafficked persons and how they can do so. It also clarifies many myths surrounding trafficking including the idea that offering protection and assistance will lead to false reports of trafficking. The report briefly differentiates various types of trafficking including sex trafficking, forced labor, bonded labor, domestic servitude and child trafficking.

I wanted to start with the TIP because it lays out what trafficking is and what steps can be taken to identify trafficked persons. It briefly describes several different types of trafficking and clarifies many common misconceptions (i.e. only women are trafficked). This report forms the basis of our country’s response to trafficking. Critical examination of the report reveals the United State’s focus on prosecution and the use of police authorities. Focusing on prosecution and viewing trafficking as a crime first effects the implementation of anti-trafficking measures. I want students to first have an understanding what is and what is not trafficking. Then we can start to go deeper, and assess how these definitions are hindering anti-trafficking measures.

U.N. Office on Drugs and Crime [UNODC]. (2000). Protocol to prevent, suppress and punish trafficking in persons, especially women and children. In *United Nations convention against transnational organized crime and the protocols thereto* (Annex II). Retrieved from:

<http://www.unodc.org/documents/treaties/UNTOC/Publications/TOC%20Convention/TOCebook-e.pdf>.

The “Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children” is commonly known as the Palermo Protocol. It aims to create worldwide consistency and consensus on the issue of human trafficking. The protocol put forth an internationally agreed upon definition of human trafficking, defined as “the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.” This positions trafficking as constituting three elements: the act (what is done), the means (how it is done), and the purpose (why it is done). The Protocol also established internationally agreed-upon methods of prosecution, protection, and prevention for State Parties to base legislation on.

I chose this article to form a common understanding of international definitions of trafficking, as of February 2014 159 State Parties have ratified the Protocol. It created a new international definition of trafficking and serves as a basis for prosecution, protection, and prevention legislation. The report distinguishes between human trafficking and human smuggling. States have tended to focus on the means of trafficking and as such have implemented stricter border controls. The report also gives States the right to violate trafficked persons human rights “when appropriate” (i.e. keeping them in detention centers). The Protocol does not put human rights first. I want students to analyze the specific language used and what the consequences of the language are. The Protocol uses evasive language to produce non-binding guidelines for States to “consider”. States are also able to make reservations and declarations thereby excluding or modifying portions of the Protocol. I would also like students to compare and contrast the TIP and the Palermo Protocol. The US is more restrictive in defining trafficking and creates a hierarchy of trafficking in which sex trafficking is perceived as more harmful than labor trafficking.

Journal Questions to Consider: What is human trafficking? What are the different types of trafficking? What are some common misconceptions surrounding trafficking? How is human smuggling different from human trafficking? Who is vulnerable to trafficking? What measures are being implemented to prevent trafficking? How does the United States specifically view trafficking? How does the UN specifically view trafficking? How are these views similar? How are they different? How do these views affect anti-trafficking measures?

Unit 2: Critique of Legal Frameworks

Huckerby, J. (2007). United States of America. In Global Alliance Against Traffic in Women, *Collateral damage: The impact of anti-trafficking measures on human rights around the world*. (pp.230-253). Retrieved from:
http://www.gaatw.org/Collateral%20Damage_Final/singlefile_CollateralDamagefinal.pdf

Jayne Huckerby reviews the impact of the anti-trafficking measures put forth by the United States. The US is predominantly considered a destination country for trafficking. About half of cases are for labor trafficking and half are for sex trafficking. US legislation and action has disproportionately focus on transnational trafficking and sex trafficking. The Trafficking Victims Protection Act (TVPA) focuses on persons being trafficked into the US and establishing immigration relief for said illegal aliens. US anti-trafficking policies are informed by the US' anti-prostitution stance. The US views prostitution as inherently harmful and a contributor to trafficking. Moral and border concerns outweigh concerns for human rights. The US will not "fund program that promote, support, or advocate the legislation or practice of prostitution". The TVPA concerns only severe forms of trafficking, which include sex trafficking and labor trafficking. Trafficking for labor must demonstrate the purpose was of exploitation to be considered severe trafficking. This definition is much narrower than the definition put forth by the Palermo Protocol. It also creates a hierarchy of trafficking in which sex trafficking is more victim-like than labor trafficking. The TVPA does not specifically address consent, allowing authorities to drop cases where initial consent is proven. The TVPA also only automatically defines children as trafficked in cases of sexual exploitation. The focus of the TVPA is

prosecution, not protection of trafficked persons. Prevention methods focus on border control and harsher punishments.

I chose this article because it offers valid critiques of our current anti-trafficking legislation. The article demonstrates how our legislative framework is hindering victim identification, protection, and prevention. I want students to be able to critically assess legal frameworks. This article points to several misconceptions that are currently informing legislation. These include the myth that sex trafficking is the only form of trafficking, and that all trafficked persons are poor foreigners. Students need to be able to identify problems with current legislation to create better frameworks. This article also clearly defines the differences between US legislation (the TVPA) and international frameworks (Palermo Protocol).

European Commission. (2004). Trafficking in human beings: Definition and current context. In *Report of the experts group on trafficking in human beings*. (Chapter 2). Retrieved from: http://www.diversiteit.be/diversiteit/files/File/MH_TEH/documentatie/Report%20Experts%20Group%20THB%20-%20Final.pdf

The Brussels Declaration analyzes a number of problems and questions that have been raised with regard to the Palermo Protocol. The Protocol distinguishes between trafficking and smuggling. A critical distinction between the two is the presence of a victim. Smuggling is a violation of a State's border, while trafficking is a violation of a person's basic human rights. The problem is smuggling can easily turn into trafficking. At the time of movement, it is difficult to determine what the final purpose is. States have focused on preventing trafficking by tightening border control, though exploitation during movement is usually not apparent. The Declaration points out trafficked persons do not only illegally enter; some enter a country legally, or are trafficked internally. The element of coercion can be problematic because trafficked persons may have initially consented. Some may think such persons have not been trafficked. This is not the case when consent is further analyzed. First consent can only be given if it is a free decision; meaning denial of consent is a possibility. The person must also have been provided with all aspects of the act to which they are consenting to be considered true consent. This focus on movement and coercion has resulted in a distinction between "innocent" victims and "guilty" victims. Innocent victims are deserving of assistance and protection because they

can prove they were forced into prostitution. Guilty victims are not deserving of assistance because they previously engaged in prostitution. The focus becomes how a person entered prostitution or domestic servitude, and not the exploitive conditions they endured. The Brussels Declaration calls for a focus on the purpose of trafficking, the exploitation and violation of human rights.

The Declaration reveals how the definition of trafficking put forth by the Palermo Protocol hinders anti-trafficking measures. State parties have responded to the Protocol by overemphasizing border and immigration restriction. I want to use this article because it brings up several important questions regarding trafficking. Human smuggling and human trafficking overlap in several ways. Smuggling can easily turn into trafficking, however, this is not always apparent during actual the actual movement of persons. Migrants are further stigmatized as criminals under these definitions. I want students to evaluate the meaning of consent and how consent can be violated. Differing definitions of consent create different legal frameworks and contribute to misconceptions.

Journal Questions to Consider: How does the TVPA differ from the Palermo Protocol? What misconceptions are informing anti-trafficking legislation? How has the US' anti-prostitution stance effected anti-trafficking measures? Why does the US over-emphasize sex trafficking? Why do both of these frameworks under-emphasize human rights? What is a human right? What is consent? How can consent be violated? When does smuggling turn into trafficking? Who is an innocent victim? Who is a guilty victim? Where do these distinctions come from?

Unit 3: A Human Rights Based Approach

United Nations. (1948). *The universal declaration of human rights*. Retrieved from:

<http://www.un.org/en/documents/udhr/>.

The Universal Declaration of Human Rights is a legally non-binding document. The Declaration defines the fundamental freedoms all persons are entitled to regardless of nationality, race, gender, religion, or any other status. It decrees all persons are born free and equal. Governments who have ratified the Declaration commit themselves to establishing progressive measure securing the rights it lays out. Though the Declaration is non-binding, it is believed to

form the foundation of international human rights law. It has inspired several legally binding international human rights treaties.

I want to use the Declaration of Human Rights to establish what basic human rights are. Students should consider what rights are violated when a person is trafficked. They should also question if any of these rights are violated through anti-trafficking measures. Many people have never read this document and may be surprised by some of the rights it outlines.

Council of Europe. (2005). *Convention on action against trafficking in human beings*. Retrieved from: <http://conventions.coe.int/Treaty/EN/Treaties/Html/197.htm>

The Council of Europe's Convention on Action Against Trafficking in Human Beings is a human rights treaty. The Convention aims to prevent and combat trafficking, while guaranteeing gender equality and protecting human rights. The Convention outlines a comprehensive framework to protect and assist both trafficked persons and witnesses. The framework also focuses on investigation and prosecution. The Convention sets up a specific monitoring system to ensure effective implementation of the obligations set forth by the Convention. This system is known as the Group of Experts on Action Against Trafficking In Human Beings (GRETA). Protection and promotion of human rights is the first and foremost obligation of the treaty. The Convention requires Parties to provide a recovery and reflection period of at least 30 days to victims of trafficking. During this period, victims can breakaway from the influence of their traffickers and decide if they would like to cooperate with authorities. The Convention does not allow for any reservation to be made, except for one article dealing with jurisdiction.

The Convention takes a human rights based approach to human trafficking. This is different from the approaches used by the TVPA and the Palermo Protocol. The TVPA focuses on prosecution of traffickers at the expense of victims. Implementation of the Palermo Protocol has resulted in an over-emphasis on immigration and border control. The Convention puts trafficked persons first regardless of their gender, nationality, religion, immigration status, or any other status. It also establishes a monitoring system to assess the implementation of the obligations put forth in the Convention. The Convention is much more binding than the TVPA and the Palermo Protocol. I chose this article because of the focus on human rights and the

monitoring system. I want students to analyze the similarities and differences between these three documents.

Journal Questions to Consider: Were you surprised by any of the fundamental human rights? What rights does human trafficking violate? Do anti-trafficking measures infringe on any rights? How does the Convention on Action Against Trafficking in Human Beings differ from the TVPA and the Palermo Protocol? How does the implementation of these three differ? How does the Convention put human rights first? In what ways does the Convention strengthen protection? What is the reflection period? Do you think 30 days is a sufficient amount of time?

Unit 4: Old World Slavery vs. Modern Slavery

Bales, K. (2012). The new slavery. In *Disposable people: New slavery in the global economy*. (pp.1-33). Berkeley, California: University of California Press.

Kevin Bales articulates the differences between modern slavery and the once legal institution of slavery. In the past slavery was defined by the legal ownership of another person. Legal ownership of human beings no longer exists. Slavery is now defined by gaining control over another person for economic exploitation through the use of violence, coercion, and deception. Race ideology positioned non-whites as less-than others. This ideology was used to justify slavery and dehumanize slaves, making it easier to accept slavery and violence against slaves. Modern slaveholders look to those who are economically and socially vulnerable. Bales believes poverty is the driving force behind who is targeted, even in cases where people of specific religions or ethnicities are targeted. He points to the combination of rapid population growth, and economic and social upheaval as the main factors behind the new slavery. With a large pool of eligible slaves, the price of slaves has plummeted. Slaves used to be a long-term economic investment. Slaveholders wanted to keep slaves healthy to earn a profit off of them. They did not want to lose out on their investment, creating the importance of legal ownership. Slaves are now extremely cheap and the profit margin has greatly increased. Legal ownership is no longer important, and slaves are now disposable. Though length of servitude does vary, slavery is usually temporary today. In the past, slavery was a lifetime condition that was passed on to your children.

I want students to examine and recognize the differences between early and modern forms of slavery. This chapter clearly differentiates modern slavery from the institution of slavery. Seven key differences are examined: ownership, purchase cost, profit margin, potential pool of slaves, length of servitude, maintenance of slave, and importance of ethnic differences. Examples of modern slavery and early slavery are used to illustrate these differences. I also want students to understand the different forms of slavery. The chapter breaks modern slavery is down into three different forms based on how obligation to the slaveholder is maintained. The three types include chattel slavery, debt bondage, and contract slavery. Bales' also connects modern slavery to government corruption, overpopulation, the spread of neoliberalism, and rapid social change.

O'Connell Davidson, J. (2010). New slavery, old binaries: Human trafficking and the borders of 'freedom'. *Global Networks*, 10, 244-261.

This article critiques the dominant discourse of 'trafficking as modern slavery'. The image of the 'trafficking victim', particularly the 'trafficked sex slave', has served conservative moral agendas and supported more restrictive immigration policies. Some anti-slavery activists believe trafficking can be clearly distinguished from related phenomena such as smuggling, and other forms of labor exploitation. Positioning trafficking as modern slavery shuts down political discourse and legitimates efforts to separate exploited persons into categories of deserving or undeserving. The article also examines the binary between freedom and slavery. The author argues 'freedom' and 'slavery' are constructed categories. The dominant discourse positions freedom and slavery as opposites. Slavery often involves economic exploitation, though this does not clearly separate it from freedom. Slavery is part of a continuum of exploitation. Free wage labor and slavery are not entirely distinguishable. Slavery and free wage labor are the result of persons being forced to choose between two disagreeable alternatives, they must choose the lesser evil. Some people try to separate slavery from non-slavery through slavery's absolute subjection to another's will. In reality, slaves were sometimes granted elements of freedom equal to the freedoms of non-slaves. Historically, non-slaves were subjected to legal restraints such as laws limiting the mobility of workers. The Masters and Servant's Act made worker absence and desertion punishable by imprisonment until 1875 in England. Forced labor persisted in many

colonies in the 20th century. Experiences of exploitation, abuse, restriction, and powerlessness exist along a continuum. Those operationalizing trafficking must decide at what point exploitation is inappropriate. Conceptions of trafficking as modern slavery rest on three essential elements: its involuntary nature, the absence of payment, and the use or threat of violence. This does not capture the reality of trafficking; violence is not always involved, payment may be given, and trafficked persons may go back to their traffickers. Larger economic and impersonal forces are masked when trafficking is positioned as modern slavery. It also devalues experiences of exploitation that do not involve violence.

This article critiques many of the points made by Kevin Bales. The author reveals how framing trafficking as modern slavery is problematic. I chose this article because it critiques the dominant discourse and a prominent anti-slavery activist. Students should evaluate how framing trafficking as slavery pushes a conservative moral agenda and positions migrants as undeserving victims of exploitation. The author also discloses how current anti-trafficking discourse asks us to condemn modern slavery on the one hand, and support increased coercive pressures on migrants on the other hand. I want students to analyze how the dominant discourse harms migrants; from strict immigration work permits to abuse treatment in detention centers.

Journal Questions to Consider: How is modern slavery different from the institution of slavery? What factors contributed to the development of modern slavery? What are the different forms of modern slavery? Do you agree or disagree with Bales' assertion that ethnic differences are no longer an important part of slavery? Why? What do you think of when you hear the word slavery? Is it problematic to use the term slavery when discussing human trafficking? How is the dominant trafficking discourse depoliticized? How are 'freedom' and 'slavery' constructed categories? Is this binary historically accurate? How does the trafficking as modern slavery framework hurt migrants? What is appropriate exploitation? What is inappropriate exploitation? How does the modern slavery framework push conservative morals? How does it push more restrictive immigration policies?

Unit 5: Globalization and Trafficking

Lebaron, G., & Ayers, A.J. (2013). The rise of a 'new slavery'? Understanding African unfree labour through neoliberalism. *Third World Quarterly*, 35, 873-892.

Literature analyzing the 'new slavery' commonly portrays unfree labor as an individual relationship of domination instead of a social relationship of insecurity and exploitation. How and why the practice of unfree labor has increased in recent years is not explored. Most explanations focus on the moral and cultural deficiencies of the exploiters, and ignore system factors. The authors argue the violent rise in unfree labor is the result of shifts in social property relations. A critical political economy perspective is taken to address how neoliberalism has fueled unfree labor. The authors' focus on the rise of unfree labor in Africa by examining the impact of structural adjustment programs, the rise of informalisation, the rise of BRICS (Brazil, Russia, India, China, South Africa, and the scramble for African resources). They position unfree labor as existing on a continuum of labor exploitation. Current literature, including Kevin Bales, position unfree labor and free labor as two distinct entities. Large portions of unfree labor relations are not being counted as slavery because of such rigid binaries. For example, Bales believes anyone who is paid for their labor, no matter how little, cannot be considered in a condition of slavery. Within the African context, many tie 'modern slavery' to 'old slavery'; insinuating slavery is a part of African culture. Researchers often ignore the political and economic explanations behind slavery, thereby normalizing the practice. Global relations of dominance and exploitation are behind the increase in unfree labor. Globalization and the spread of neoliberalism have created a framework of security for the owners of capital and inequality for the rest of the population. For example, structural adjustment programs have pushed market deregulation, privatization, and competition. Trade unions have eroded and owners of capital have been given more control over wages, and employment levels. Unemployment and job insecurity have increased greatly in Africa. All of these factors create an environment where forced labor can thrive. The informalisation of labor has created alternative forms of livelihood strategies. Millions have been pushed out of the formal sector to the informal sector. Informal workers are more vulnerable to exploitation because the informal sector is not regulated. Unfree labor is a class-based phenomenon located within globalization and neoliberalism.

I want students to understand how global political and economic trends have contributed to trafficking. This article reveals how wealthy nations, such as the US, have contributed to the global rise in forced labor. Students should question how our culture of consumerism, and neoliberalism had furthered trafficking. The article also demonstrates who is most vulnerable to

trafficking and dispels some of the misconceptions put forth by Kevin Bales. I want students to question how framing trafficking as 'modern slavery' can be problematic because it normalizes some forms of exploitation. This article will articulate to students how global trends of inequality and exploitation have created environments where trafficking can thrive.

Journal Questions to Consider: How has globalization fueled the rise of unfree labor? What is the difference between unfree and free labor? How have wealthy countries exploited developing countries in this new world order? How does this view compare to the claims of Kevin Bales? Why has the informal sector increased? How are workers in the informal sector more vulnerable than those in the formal sector? Why is it problematic to view 'modern slavery' as an extension of 'old slavery'?

Unit 6: Trafficking for Sexual Exploitation

Simkhada, P. (2008). Life histories and survival strategies amongst sexually trafficked girls in Nepal. *Children and Society*, 22, 235-248.

Asia is the most vulnerable region for human trafficking because of its large population, growing urbanization, unstable livelihoods, and poverty. Large numbers of Nepalese females are trafficked to India for sex work each year. Economic circumstances and social inequality are behind many girls becoming involved in sex work. Some enter sex work voluntarily others are forced or deceived. This article gives some insight into the experiences of Nepalese girls trafficked to India for sexual exploitation. A study was conducting assessing the context of trafficking, the methods and means employed, living conditions once trafficked, and survival strategies. In-depth interviews were conducted with seven key informants and Forty-two girls trafficked to India who had since returned to Nepal. The research indicates traffickers to lure girls into the sex trade used four key tactics. These included: employed-induced migration, deception through false marriage, visits offers, and abduction. The majority of girls were trafficked through false job promises. Most of these girls had been working at carpet factories when a broker approached them with offers of better pay elsewhere. Sometimes older men promised girls employment opportunities in the city. Girls agree to go with the broker in hopes of a better job; she is then taken to the border and sold. False promises of marriage are also used

to lure women away. The broker may feign interest in the girl, or false promises of a wealthy husband may be offered. Mumbai equates glamour and prosperity in most people's minds. Traffickers may gain the trust of girls and then offer to take them to the city to visit a relative, or attend a party. Simple abductions do occur, however it is the least common route of trafficking. Relatives and known persons often act as trafficking agents. 15 of the girls interviewed were trafficked by relatives, while 18 were trafficked by known persons. The respondents were trafficked to brothels where they were held in debt-bondage. Those who were rescued or escaped had difficult reintegrating into their communities.

I chose this article because it provides some first hand accounts of trafficked persons. It cannot tell us the experience of every girl trafficked into the sex trade; however, we can start to understand a piece of their experiences. This article presents four different tactics traffickers use to deceive their victims. It is important for students to note the majority of respondents were trafficked by someone they knew, and only a few experienced abductions. These findings go against the myth of a strange, foreign man kidnapping girls for sexual exploitation. This ties into the common rape myth that strange men jump out of the bushes and rape women. It becomes difficult to identify victims when our perception does not match reality. The article also analyzes some of the forces underlying the sex trafficking of Nepalese girls. Poverty plays a large role in luring women into sex work. Gender discrimination, lack of female education, lack of economic opportunities, and marginalization of particular social groups all contribute to trafficking. I want students to assess how the underlying forces of sex trafficking are related to globalization.

Journal Questions to Consider: What kinds of tactics do traffickers employ to deceive potential victims? Who are the traffickers? Why are Nepalese females eager to find better paying employment? Why are they eager to visit Mumbai? What kinds of opportunities exist for females in Nepal? Where do Nepalese girls lie within the sex work hierarchy? Why would some girls voluntarily go into sex work? Why would trafficked persons stay or go back to sex work? How are trafficked girls treated once they return home? What options do they have now? What are some of the underlying forces of trafficking in Nepal? How do these relate to globalization?

Unit 7: Labor Trafficking

Coghlan, D., & Wylie, G. (2011). Defining trafficking/denying justice? Forced labour in Ireland and the consequences of trafficking discourse. *Journal of Ethnic and Migration Studies*, 37, 1513-1526.

This article reveals how trafficking frameworks meant to assist victims may have the undesirable consequence of categorizing victims as deserving and undeserving. This categorization denies justice to those who don't perfectly fit the narrow definition of a trafficking victim. The Irish state enacted legislation criminalizing human trafficking in 2008. This legislation is based off the Palermo Protocol and the Council of Europe. Those deemed trafficking victims are given a 60-day reflection period and 6 months temporary residence if they cooperate with the police. Resources are only offered to those who aid police investigations and meet the three elements of trafficking involving means, action, and exploitation. The authors argue most migrant workers experiencing exploitation do not perfectly meet every requirement. They propose exploitation exists on a continuum, with the majority of migrant workers falling somewhere along this continuum. Strict definitions of human trafficking have created a hierarchy of victims from those deemed trafficked, and therefore deserving of protection, to those deemed illegal. The experience of exploitation for those deemed illegal is devalued and such persons are deported. The authors recommend the focus of human trafficking frameworks shift from movement to exploitation. The focus on movement combined with narrow a definition of trafficking prevents many trafficked persons or victims of exploitation from being identified. The authors believe formal definitions of trafficked cannot capture the various ways people are exploited. The divisions between smuggling, trafficking, illegal migration and legal migration are messy. Degrees of exploitation exist and there is no consensus on what constitutes acceptable versus unacceptable exploitation.

This article critiques the current definition of human trafficking and the focus on movement. A hierarchy of those deserving help and those undeserving of help has been created. The authors examine the laws and practices of Ireland to explore the outcomes of common anti-trafficking frameworks. Such frameworks in particular do not help migrant workers. For example, Ireland views workers who willingly remain in exploitive workplaces as not trafficked. They do not take into account poverty, family commitments, or the work permit system. For some, the exploitive conditions they endured in Ireland were still better than those in their

homeland. I chose this article because it explores the hierarchy of victimhood that anti-trafficking legislation has inadvertently constructed. We have an image of what a victim looks like, and when someone does not fit this image we do not see them as a victim. This ties into the discourse put forth by anti-trafficking/anti-slavery/abolitionist groups that portray trafficked persons as young females being physically held against their will. Some people do fit these narrow definitions, however, most do not. Not only are we not able to identify trafficked persons, but we are also denying victims of exploitation protection. I want students to evaluate how trafficking discourses create victim hierarchies and what the consequences of such hierarchies are. I also want students to assess how the over-emphasis on sex trafficking has contributed to this hierarchy.

Journal Questions to Consider: What does a ‘deserving’ victim look like? What does an ‘undeserving’ victim look like? How and why are victims differentiated? What are the consequences of this hierarchy? How do NGOs/Nonprofits contribute to this hierarchy? How has the focus on sex trafficking contributed? What is acceptable exploitation? Do you think some areas of work are inherently exploitive? If so, should we accept this exploitation?

Unit 8: Organ Trafficking

Budiani-Saberi, D., & Columb, S. (2013). A human rights approach to human trafficking for organ removal. *Medical Health Care and Philosophy, 16*, 897-914.

The authors address myths surrounding human trafficking for organ removal (HTOR) and the discrepancies between competing frameworks. The article calls for a human rights centered approach to preventing trafficking, prosecuting traffickers, and protecting victims. The demand for organs worldwide has increased with advanced transplantation technology, kidneys being the most in demand organ. It is difficult to estimate the number of organ trafficking cases due to the secretive nature of trafficking. Several different definitions of trafficking for organ removal exist. The Palermo Protocol requires an action, and a means for the purpose of organ removal to be considered HTOR. The Declaration of Istanbul does not require these three elements to be considered trafficking. Three key concepts are often misconstrued when addressing HTOR, including trafficking in organs versus HTOR, consent, and payment legality.

An overlap exists between organ trafficking and human trafficking for organ removal. The Palermo Protocol does not consider organ trafficking independent of the body human trafficking. The distinctions and overlap between HTOR, organ trafficking, and transplant tourism are vaguely addressed. The Declaration of Istanbul differentiates these three phenomena. Consent is difficult to assess in cases of HTOR because it is often made during destitute conditions. Trafficked persons vulnerability is often exploited and victims may not be fully informed of the conditions they are agreeing to. Consent should be deemed null under such conditions. The Palermo Protocol recognizes receiving payment (or promises of payment) does not mean exploitation has not occurred; vulnerability is still being manipulated for the purpose of organ removal. Using offers of payment to achieve consent can be considered trafficking. The authors call for a human rights-based approach to overcome limitations of current HTOR frameworks. A human rights-based approach should address loopholes in current definitions of consent, elaborate on the means of exploitation, and expand victim protection and support.

This article critiques current legal frameworks addressing human trafficking for organ removal. It demonstrates how these vague definitions are hindering anti-trafficking efforts. The article also outlines the need for a human rights-based approach and what such an approach would look like. I want students to compare HTOR frameworks with labor trafficking, and sex trafficking frameworks. I would like them to recognize reoccurring critiques of all of these frameworks and how the focus on sex trafficking has affected all anti-trafficking efforts. I would also like students to compare the human rights-based approach presented here to the rights-based approach presented by the Council of Europe.

Journal Questions to Consider: What is trafficking for organ removal? How is this different from organ trafficking? How can someone consenting to organ removal be considered a trafficked person? Why does payment not exclude exploitation? What are some of the problems with current HTOR anti-trafficking efforts? How do these problems compare to those of labor trafficking and sex trafficking? What would a human rights-based approach look like? How does this compare to the approach presented by the Council of Europe?

Unit 9: Trafficking in Children

Pearce, J. J. (2011). Working with trafficked children and young people: complexities in practice. *British Journal of Social Work*, 41, 1424-1441.

The article presents research exploring practitioners' understandings of and responses to trafficked children and adolescents. The author argues for children's services within the UK to take on a more child-centered approach. The research found most policy, practice, and research defines child trafficking according to the Palermo Protocol. The Protocol asserts persons under the age of 18 cannot consent to exploitation; therefore deception, coercion, or force is not needed for a child to be considered trafficked. However, variations exist within child services as to whether children can or cannot consent to exploitation. Some practitioners believed children could be willfully trafficked causing such practitioners to overlook children's accounts of exploitation. A 'wall of silence' exists. On one side of the wall, there were children who had trouble disclosing their experiences of abuse and exploitation. Language barriers, fear of talking to strangers, fear of authority figures, and a need to gain control may all contribute to the difficulty of disclosure. On the other side of the wall existed practitioners who were either unaware of the indicators of trafficking or who simply did not believe the child. This all contributes to a culture of disbelief where children are not trusted or listened to. Practitioners do not believe children who give contradictory accounts or who describe extreme forms of abuse. Some may even think the children are trying to abuse the system and gain benefits. Practitioners also had difficulty distinguishing trafficking from smuggling. Those who view the two as separate phenomena risk overlooking exploited children. The author suggests viewing smuggling and trafficking as part of a continuum. The author also found confusions as to what internal trafficking is. Such confusions may create an attention hierarchy with UK citizens being given the most resources and protection. This may fuel a racist discourse with concern for 'our' children trumping concern for 'outsiders'.

This author articulates several problems with the conception of child trafficking by the practitioners meant to help them. I want students to analyze how the dominant view of practitioners prevents exploited children from being identified. This article reveals some practitioners have difficulty believing children's accounts of abuse, particularly adolescent children. I want them to evaluate how our conception of children as less trustworthy than adults fuels a culture of disbelief. Students should also consider what consent is, and whether or not

anyone can truly consent to an exploitive situation. The article also reveals how the binary of smuggling versus trafficking hurts identification of trafficked persons. The author argues for a child-centered approach that recognizes the overlap between smuggling and trafficking to alleviate this problem. Students should also evaluate how an over-emphasis on internal trafficking of citizens differentiates outsiders as less deserving victims of assistance.

Journal Questions to Consider: What is child trafficking? Can a child consent to exploitation? Can anyone consent to exploitation? What is the wall of silence? Why do some children have difficulty discussing the abuse they have experienced? How does the wall of silence contribute to a culture of disbelief? How is the notion of children as less trustworthy than adults problematic? What is the child-centered approach? Does it alleviate any of the problems of current approaches? How can smuggling turn into trafficking? What is internal trafficking? How can confusion over the definition of internal trafficking lead to an attention hierarchy? How do most practitioners conceive trafficking? How does this perception hurt boys who are trafficked?

Unit 10: Methodological Issues

Zhang, S. X. (2009). Behind the 'Natasha' story – a review and critique of current research on sex trafficking. *Global Crime, 10*, 178-195.

The article reviews literature published in scholarly journals on sex trafficking from 2000 to 2009. The review found few articles utilized systematic primary data collection. Much of the current knowledge on human trafficking is based on a few reports from governmental and non-governmental agencies. The terms sex trafficking and human trafficking were used interchangeably in many cases, even though human trafficking encompasses a larger concept. Estimating the extent of human trafficking has essentially remained guesswork. Groups who include prostitution in their tally of sex trafficking further complicate this problem. A handful of sources appeared to have provided most of the 'empirical evidence'. Advocacy groups and researchers positioned sex trafficking as a global issue through four methods. Global organizations, the United Nations, and government agencies, the United States, provided 'empirical evidence' to support these claims. However, few of these agencies disclosed their methodologies or data sources. Large estimates of trafficking victims were cited to bring

attention to the seriousness of the issue. Many acknowledge how difficult estimates are to establish because of the secretive nature of trafficking, however, they still presented estimates. The most quoted source was that TIP report which has claimed to use sophisticated mathematical modeling techniques to obtain accurate estimates. Both the US Government Accountability Office and the US Department of Justice have questioned the methodology of the TIP. Sex trafficking was frequently compared to other transnational crimes and some claimed it to be the third-largest criminal enterprise worldwide. Finally researchers made outlandish claims without any references of data. Large gaps exist between estimates of trafficked persons and actual certified cases of trafficking. The author suggests utilizing four subject populations as entry points into the world of human trafficking. Researchers should focus on buyers of sex services through online communities where johns post their experiences. Prostitutes should also be used as informants, as well as though in the periphery of the sex industry. This includes bouncers, cab drivers, and hotel owners. Finally researchers should focus on community informants.

I chose this article because it critiques current methodological practices and the lack of empirical research on human trafficking. Students should question how estimates of trafficked persons were achieved and what the political motivations are behind estimates. Students should also analyze how this socially constructed global panic affects migrants. I want to use this article to assess current gaps in research and to question the reliability of current research. The author proposes several ways to indirectly study the world of human trafficking. Empirical guidance is also given to future researchers. I would like students to contemplate other avenues of studying the world of trafficking.

Journal Questions to Consider: What are some of the problems with current methodologies? Why are most estimates of trafficked persons not reliable? How does moral crusading affect these estimates? How has this global panic negatively affected migrants? What are some of the gaps in our current knowledge of trafficking? How can we indirectly study the world of human trafficking? Who are the proposed subject populations? Why is empirical research on sex trafficking so limited? How should we move forward in our study of human trafficking? What are some of the issues researchers should focus on? Can you think of any other ways to study the world of human trafficking?

Reflection: The enormity of this project terrified me in some ways. I put the project off because I was unsure of how to start. I really didn't understand how to put a syllabus together and never realized how much work goes into it. I found myself struggling to pick just one article for each of my units. I also kept adding different units to the course, but eventually decided to cut some of them out. I am turning it in, but I feel like I could easily work on this for another semester. I had a hard time figuring out how to end the course. I thought about putting an advocacy piece at the end, but the course is not focused on advocacy. I decided to end with methodological issues because these issues tie into almost all of the other articles. The course is mostly focused on understanding the phenomenon of trafficking, and how the dominant discourse hinders anti-trafficking efforts. I wanted to end the course with a discussion on how to move forward with research and policy based. I have increased my knowledge of human trafficking through this course. I discovered a few of the researchers who I want to investigate further, particularly Julia O'Connell Davidson. I admire her work and am planning on reading more of it. Overall, I enjoyed researching and reading for this project.