



Human Trafficking

POLS 337

T-R 10:00 - 11:20, Seigle 210

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Office Hours: M,W,F 11:30a - 1:00p; T,Th 8:00 - 10:00a¹

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Course Description: The students participating in this class should expect to learn the present definitions and understandings of human migration in the terms of political science broadly, and human rights and security more specifically. Why are some people more prone to trafficking than others? Whose responsibility is it to prevent transnational trafficking? How does globalization both help and harm populations that are more prone to trafficking? Are our lifestyle choices here enabling or supporting traffickers in some remote corner of the world? The class will resemble a graduate level seminar in style and form; that is we will spend most of the class period in discussion of the weekly readings, and it is expected that each student will attend class and participate in these discussions.

Course Objectives: At the completion of this course, students will be able to identify and critically evaluate common, contemporary political science theories related to both the legitimate and illegitimate movement of people. Students will be required to produce a research design that seeks to increase our leverage over a question within the study of human trafficking. This course is designed to further the practical pursuit of this topic either in a graduate program or professional sense (*ie* NGO/advocacy or criminal justice fields).

Text(s): *Human Trafficking* (2010) **Author(s):** Louise Shelley; **ISBN-13:** 978-0-521-13087-5

- Recommended readings in italics are available by week on the course's Canvas site.

Grade Distribution:

Participation	140
Discussion Leader	200
Research Design Stage 1	150
Research Design Stage 2	210
Research Design Stage 3	300

Letter Grade Distribution:

>= 94	A	74 - 76	C
90 - 93	A-	70 - 73	C-
87 - 89	B+	67 - 69	D+
84 - 86	B	64 - 66	D
80 - 83	B-	60 - 63	D-
77 - 79	C+	<= 59	F

Course Policies:

- **Attendance**

- Attendance is mandatory, as in you must come to class. Make-up tests and quizzes will only be allowed in the event of a **documented** medical or family emergency, or university sanctioned event. In the case of the latter, student athletes, or members of any other University organization, it is in your and my best interest that I be informed of any of these events as soon as possible so that we may schedule a make-up.
- **No makeup quizzes or exams will be given without the proper documentation.**

- **Zoom Attendance**

- Attendance when the class meets via Zoom (expected to be only **Weeks 1 and 2**) is so too mandatory.
- The Zoom meeting links are available on course’s Canvas page.
- **No makeup quizzes or exams will be given without the proper documentation.**

- **Academic Honesty**

- **Don’t cheat.** The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher’s instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.
- See: The University’s Academic Integrity Policies.

- **Classroom Conduct**

- The students in this class will be respectful of others. I welcome diverse opinions and invite you all to do the same. I invite you to review the Washington University *Best Practices for an Inclusive Learning Environment* and to familiarize yourself with those expectations I and the University have, not only for your conduct, but also for that which you should expect in the classroom.
- “Washington University in St. Louis values diversity, inclusion and human dignity, and strives to foster an environment in which all community members are respected and able to take part in academic, co-curricular and social activities.” If for any reason

you are made to feel uncomfortable, have been the victim of, or feel you may at risk of harassment and/or discriminatory behavior, I invite you to review the University's reporting guidelines.

- Also, review the following Title IX and Gender Equity reporting policies:
 - * Title IX Grievance Process.
 - * Gender Equity Grievance Process.

- **Disability Services**

- Washington University is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact [Disability Resources at 935-4153](#). Disability Resources is responsible for approving all disability-related accommodations for WU students, and students are responsible for providing faculty members with formal documentation of their approved accommodations at least two weeks prior to using those accommodations. I will accept Disability Resources Accommodation Letter forms by email and personal delivery. If you have already been approved for accommodations, I request that you provide me with a copy of your Accommodation Letter within the first two weeks of the semester.

- More information on requesting academic accommodations can be found [HERE](#).

Assignments:

- **Research Design Stage 1**

- The first stage of the research design is arguably the hardest: Coming up with a research question.
- The research question should be one based on the contemporary literature.
- What have scholars overlooked or misunderstood so far? Why do you think this is important? *AND!* how do you propose to answer this question?
- Students will need turn in a **200-300 word abstract** that addresses the research question, hypothesis (or hypotheses), and includes a title for the paper by **February 17th**.

- **Research Design Stage 2**

- The second stage will be due **March 24th**.
- This draft should include your literature review, formal hypothesis (or hypotheses), and a brief description of the means by which you will test the hypothesis.

- **Research Design Stage 3**

- The third stage will be due **April 29th**.
- This will be your completed paper.
- Should include your qualitative or quantitative test(s), findings and analysis, as well as a conclusion.

- **Participation**

- Students are expected to participate in class. This means join in during discussions, ask questions, and practice engaged learning.
- While I do not keep attendance, a student's absences can only hurt, not help, their participation grade.
- **Zoom** participation will be extended to the chat function within reason. Students should have a working mic and camera, and be prepared to join in discussion.

- **Discussion Leader**

- Each student will select a week in which they will lead discussion.
- Students should be prepared to briefly summarize the assigned readings and present questions to their peers for comment or thought.
- Students are not required to teach or create a week's long lesson plan, merely situate the class topically and set the tone and temper of our discussion.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

- **Week 1: January 18 & 20 via Zoom only**

- **Class Introduction**

- * Shelley *Introduction*.
- * Gozdiak & Vogel, 2020. *Palermo at 20*.

- **Week 2: January 25 & 27 via Zoom only**

- **Human Rights, Human Security, and State Sovereignty**

- * Howard-Hassmann, 2012. *Human Security: Undermining Human Rights*.
- * Hathaway, 2008. *The Human Rights Quagmire of 'Human Trafficking'*.

- **Week 3: February 1 & 3**

- **What is human trafficking, human smuggling, and human migration? When does one become the other?**

- * Shelley, *Chapters 1 & 2*.
- * Wagenaar, Amesberger, & Altink, 2017. *Understanding the policy field*.
- * Picarelli, 2007. *Historical Approaches...* (in Lee).

- **Week 4: February 8 & 10**

- **The Study of Human Trafficking: What do we do well? What do we struggle with?**

- * Hafner-Burton & Ron *Seeing Double*.
- * Zhang, *et al*, 2014. *Estimating Labor Trafficking...*
- * Di Nicola, 2007 *Research into Human Trafficking* (in Lee).

- **Week 5: February 15 & 17 RESEARCH QUESTIONS + ABSTRACTS DUE 02/17**

- **State Characteristics and Trafficking**
 - * Shelley *Chapters 5 & 8*.
 - * Cho, 2015. *Modeling for Determinants of Human Trafficking*.
 - * Cho, Dreher, & Neumayer, 2012. *Does Legalized Prostitution Increase Human Trafficking?*
- **Week 6: February 22 & 24**
 - **Gender & Trafficking**
 - * Pedraza, 1991. *Women and Migration: The Social Consequences of Gender*.
 - * Piper, 2003. *Feminization of Labor Migration as Violence Against Women*.
 - * Piper, 2006. *Gendering the Politics of Migration*.
 - * Limoncelli, 2009. *The Trouble with Trafficking*.
- **Week 7: March 1 & 3**
 - **Conflict: Trafficking in? Out? Within?**
 - * Beber & Blattman, 2013. *The Logic of Child Soldiering and Coercion*.
 - * Pluemper & Neumayer, 2006. *The Unequal Burden of War*.
 - * Allred, 2006. *Peacekeepers and Prostitutes*.
- **Week 8: March 8 & 10**
 - **Trafficking and Terror: An Emerging Connection**
 - * Avdan & Omelicheva, 2021. *Human Trafficking - Terrorism Nexus*.
 - * Shelley, 2020. *Illicit Trade and Terrorism*.
- **Week 9: March 15 & 17**
 - SPRING BREAK
- **Week 10: March 22 & 24 RESEARCH DESIGN STAGE 2 DUE**
 - **Disasters & Climate Change as Drivers of Vulnerability**
 - * Neumayer & Pluemper, 2007. *The Gendered Nature of Natural Disasters*.
 - * Bowersox, 2017. *Natural Disasters and Human Trafficking*.
 - * Brown, et al, 2021. *Modern slavery, environmental degradation and climate change*.
- **Week 11: March 29 & 31**
 - **Labor Trafficking: When is a bad job just a bad job?**
 - * Koliev, 2021. *Promoting international labour standards*.
 - * Ford, 2015. *Trade Unions, Forced Labour and Human Trafficking*.
 - * LeBaron, 2015. *Unfree Labour Beyond Binaries*.
- **Week 12: April 5 & 7**
 - **Mega-events and Human Trafficking: Is the Olympic Effect Real?**

- * Martin & Hill, 2019. *Debunking the Myth of ‘Super Bowl Sex Trafficking’*.
- * Bowersox, 2016. *International Sporting Events and Human Trafficking: Effects of Mega- Events on a State’s Capacity to Address Human Trafficking*.
- * Richter, et. al. 2012. *Female sex work and international sport events*.

- **Week 13: April 12 & 14**

- **Victims? Survivor? Thriver?**

- * Cojocar, 2016 *My Experience is Mine to Tell*.
- * Pollock & Hollier, 2010. *T-Visas*.
- * Majic, 2014. *Beyond “Victim-Criminals”*.

- **Week 14: April 19 & 21**

- **Addressing Trafficking: State Based Approaches**

- * Crane, et al, 2019. *Governance Gaps in Eradicating Forced Labor*.
- * Kelley & Simmons, 2013. *From Scrutiny to Shame*.
- * Kelley & Simmons, 2015. *Politics by Number*.

- **Week 15: April 26 & 28**

- **Addressing Trafficking: Advocacy Based Approaches**

- * Bernstein, 2010. *Militarized Humanitarianism Meets Carceral Feminism*.
- * Campbell & Zimmerman, 2014. *Christian Ethics and Human Trafficking Activism*.

- **Week 16: April 29**

- **RESEARCH DESIGN STAGE 3 DUE at 11:59p.**