
Term Information

Effective Term Spring 2016

General Information

Course Bulletin Listing/Subject Area Slavic Languages & Literatures
Fiscal Unit/Academic Org Slavic/East European Lang&Cul - D0593
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5450
Course Title Global Human Trafficking: Realities and Representations
Transcript Abbreviation Gbl Hum Traffick
Course Description This course will introduce students to the development of human trafficking as it has been understood and represented by governments, policymakers, the media, and popular culture. The objective of this course is to scrutinize common understandings and representations of trafficking and to consider the advantages and disadvantages of such understandings and representations.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Not open to students with credit for International Studies 5450

Cross-Listings

Cross-Listings Cross-listed in International Studies

Subject/CIP Code

Subject/CIP Code 16.0400
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will comprehend the development of human trafficking in the last century;

At the end of the course, students will be able to recognize how ideology and politics affect human rights matters;

- Students will learn about anti-trafficking activism and legislation;

Students will study how to interpret film and media representations of trafficking;

- Students will gain critical knowledge how production, viewership, and ideology influence the creation and understanding of cultural products that depict trafficking.

Content Topic List

- Roots of Human Trafficking Law
- Contested Issues in Human Trafficking
- Trafficking and Today's Media: Challenges of Representations

Attachments

- HT Syllabus[06-07-2015].docx

(Syllabus. Owner: Peterson, Derek)

- Russian Major Curriculum Map.docx: Curriculum map

(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	06/11/2015 03:34 PM	Submitted for Approval
Approved	Brintlinger, Angela Kay	06/11/2015 04:06 PM	Unit Approval
Approved	Heysel, Garrett Robert	06/15/2015 10:42 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	06/15/2015 10:42 PM	ASCCAO Approval

Global Human Trafficking: Realities and Representations
IS 5450/ Slavic 5450
Format: lecture; 3 credit hours

Professors: Yana Hashamova (hashamova.1@osu.edu) Hagerty Hall 400
Jennifer Suchland (suchland.15@osu.edu) Hagerty Hall 420
Office Hours:

Course Description:

At the beginning of the twenty-first century, human trafficking re-emerged as a widespread global phenomenon. Policymakers and activists now consider it to be one of the most dramatic challenges to human rights and the global order, alongside terrorism and drug trafficking. This course will introduce students to the development of human trafficking as it has been understood and represented by governments, policymakers, the media, and popular culture. In the 1980s, activists were the first to re-politicize the issue. Governments then rallied at the close of the Cold War to create new anti-trafficking legislation. The class will analyze the progression of anti-trafficking activism and legislation to better comprehend the problem and how understandings of it shape policy. Likewise, the noticeable increase in the production of feature films, TV dramas, and documentaries focused on trafficking in people reveals the social engagement of journalists and filmmakers and a broader public interest in the issue. These media reports and films, however, invite closer scrutiny, for the representation of trafficking and its violence can be as problematic as it can be helpful in combating this twenty-first-century human rights violation. Despite the increased attention to the problem, communities continue to grapple with misconceptions and denial. The objective of this course is to scrutinize common understandings and representations of trafficking and to consider the advantages and disadvantages of such understandings and representations. The course will place an emphasis on human trafficking in the United States and Eastern Europe, but will also cover other areas.

Objectives:

- Students will comprehend the development of human trafficking in the last century;
- At the end of the course, students will be able to recognize how ideology and politics affect human rights matters;
- They will learn about anti-trafficking activism and legislation;
- They will study how to interpret film and media representations of trafficking;
- Students will gain critical knowledge how production, viewership, and ideology influence the creation and understanding of cultural products that depict trafficking.

Course Access & Accommodation:

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Academic Integrity:

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.”

Course Requirements:

Participation **20%**

Your participation grade is based on your presence and active/verbal engagement with the class. You are allowed one excused absence and one unexcused absence, after which deductions to your grade will be made. There will be occasional discussion assignments that you will need to complete prior to class. These assignments are in addition to readings and will help our exploration and discussion.

A (20%) - clear evidence of preparation, frequent voluntary participation, and significant contribution to class discussions. (Frequent participation means participation in 75% of class discussions during the semester. Students make significant contribution to discussions when their answers relate to the topic and their arguments are based on class material).

B (17%) - clear evidence of preparation and some participation (Some participation constitutes participation in 50% of class discussions during the semester).

C (14%) - presence, evidence of preparation, and no voluntary participation. We check students’ preparation when posing questions to individual students. If these students show evidence of preparation, but otherwise do not volunteer to participate, this amounts to a “C” for participation.

- Late assignments – minus 3% each
- Absence (beyond three)– minus 3% each

Midterm **20%**

An in-class exam consisting of key terms, short answers and essays. The exam will test your comprehension of course material. There will be a review sheet to help you prepare for the exam.

Wiki Posts **15%**

During the semester you will make **two** posts (300-500 words) and respond to **one** post (300-500 words) on our course Wiki. The post will be on some aspect of human trafficking. You can respond to a news item, an event, article, video/film, TV show, or website that relates to human trafficking. The post should provide a general summary as well as critical feedback based on what you have learned in the course.

Human Trafficking in Context **15%**

This is a short paper (5 pages) in which students research trafficking in a particular context – community, city, country or region – and write up their findings. While human trafficking is a global phenomenon, it works in the context of particular dynamics that vary from location to location. You will need to research what dynamics in a specific context contribute to trafficking, who is involved and what anti-trafficking tactics would work best there.

Final Project **30%**

Each student will devise, in consultation with the instructors, a final project. The project can be a research paper, policy brief, outreach project, video, or other creative project that addresses and engages the content of the course. A final project plan and outline is due week 13 and counts for 5% of the grade.

Course Schedule

All readings are available on Carmen. Videos not watched in class are available through the OSU digital library (<https://resourcecenter.odee.osu.edu/secured-media-library>).

The Roots of Human Trafficking Law

Human trafficking is not new. In the 19th century, there was discussion of the problem of the “white slave trade,” which is considered today to be sex trafficking. The actual term human trafficking evolved through the 20th century as different forms of forced and bonded labor were brought under one category. In this section we will learn about the roots of modern human trafficking law, consider why trafficking and slavery were separate categories and why they were politicized anew starting in the 1980s. We will closely analyze anti-trafficking law in the United States and United Nations.

Week 1: White Slave Trade

- 1904 Suppression of White Slave Traffic [excerpts]
- 1899 National Vigilance Society [excerpts]
- UN 1949 International Convention on the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others [excerpts]

Week 2: Forced and Bonded Labor

- 1956 UN Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery [excerpts]
- 1930 UN Forced Labor Convention [excerpts]
- *Modern Slavery: Debt Bondage and Child Soldiers* (2008) [watch in class]

Weeks 3-4: Violence Against Women and Women’s Human Rights

- 1993 Global Tribunal on Violence Against Women [excerpts]
- 1993 UN Vienna Declaration on Human Rights [excerpts]
- Charlotte Bunch (1990), “Women’s Rights as Human Rights: Toward a Re-Vision of Human Rights,” *Human Rights Quarterly* 12(4):486-498.
- 1993 UN Declaration on the Elimination of Violence Against Women [excerpts]
- 1996 President Clinton speech on women’s human rights
- *Passionate Politics* (2011), documentary about Charlotte Bunch (watch in class)

Week 5: Human Trafficking as Modern Day Slavery

- *Not My Life* (2011) (watch outside of class)
- Destafano, *The War on Human Trafficking: U.S. Policy Assessed* [chapter 4]
- US 2000 Victims of Violence and Trafficking Protection Act [excerpts]
- UN 2000 Optional Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children [excerpts]
- UN Testimonial video (<https://www.youtube.com/watch?v=W5u2IUf8JUw>)

** First Wiki post due week five

Contested Issues in Human Trafficking

While everyone can agree that slavery is wrong, there are many different opinions about how best to understand the problem and how to combat it. In this section we will address three key issues: labor rights, migration and human rights. We will also look at the turn to acknowledge that there are domestic victims of trafficking in the United States.

Week 6: The Labor Politics of Human Trafficking

- Boris, Gilmore and Parreñas (2010), “Sexual Labors: interdisciplinary perspectives towards sex as work,” *Sexualities* 13(2): 131-137.
- NSWP (2008), “Sex Work is not Trafficking”
- Joe Doezma (1999), “Loose Women or Lost Women? The re-emergence of the myth of white slavery in contemporary discourses of trafficking in women,” *Gender Issues* 18(1):23-50.

- ILO (2014), “Profits and Poverty: The Economics of Forced Labour”
- Jennifer Chacón, (2010), “Tensions and Trade-Offs: Protecting Trafficking Victims in the Era of Immigration Enforcement,” *University of Pennsylvania Law Review* vol. 158.

- *Golden Venture* (2006) [watch outside of class]

Week 7: Human Rights and Human Trafficking

- SWAN (2009), “Arrest the Violence: Human Rights Abuses Against Sex Workers in Central and Eastern Europe and Central Asia”
- OSCE (2011), “Community Policing Approach to Victim Identification”
- Anne Gallagher (2011), “Human Rights and Human Trafficking: A Reflection on the Influence and Evolution of the U.S. Trafficking in Persons Report,” in Alison Brysk and Austin Choi-Fitzpatrick (eds). *From Human Trafficking to Human Rights: Reframing Contemporary Slavery*. Philadelphia: University of Pennsylvania Press. pp. 172-194

**Midterm Exam at the end of week 7

Week 8: Domesticating Trafficking

- Blue Campaign (US Department of Homeland Security website) <http://www.dhs.gov/blue-campaign>
- Denise Brennan (2008), “Competing Claims of Victimhood? Foreign and Domestic Victims of Trafficking in the United States”
- Ohio Human Trafficking Taskforce <http://humantrafficking.ohio.gov>
- US Senate testimony (<http://www.judiciary.senate.gov/meetings/human-trafficking-in-the-united-states-protecting-the-victims>)

- US 2015 Justice for Victims of Trafficking Act [<https://www.congress.gov/bill/114th-congress/senate-bill/178/text>]
- Polaris Project video (<http://www.polarisproject.org/what-we-do/client-services/survivor-expressions>)
- *Very Young Girls* (2007) [watch in class] see also GEMS website <http://www.gems-girls.org>

Trafficking and Today's Media: Challenges of Representations

The second part of the course examines media materials used by the public, NGOs, and governments in the U.S., Western Europe, and Eastern Europe to raise awareness of trafficking. In addition to a detailed critical analysis of documentaries, feature films, video clips, and NGOs' anti-trafficking media materials, we study how cultural and gender differences of creators and audiences affect the representation and perception of trafficking and the effectiveness of prevention campaigns. We also examine the construction and screening of violence and the way it creates (or not) an engaged viewer.

Week 9: Trafficking in Western Film

- Jennifer Suchland (2013), "Double framing in *Lilya 4-Ever*: Sex trafficking and postsocialist abjection." *European Journal of Cultural Studies* 16: **362-376**
- Emily Schuckman (2015), "Portraying Trafficking in Lukas Moodysson's *Lilya 4-Ever*." *Feminist Media Studies* (February): 1-16.
- Lilya 4-ever* (Sweden/Denmark, 2002) [watch in class]
- Taken* (France, UK, US, 2010)[watch outside of class]
- The Whistleblower* (Germany, Canada, US, 2010)[watch outside of class]

** Second Wiki post due week nine

Week 10: Trafficking and Eastern Europe

- Nicole Lindstrom (2004), "Regional Sex Trafficking in the Balkans: Transnational Networks in an Enlarged Europe." *Problems of Post-Communism* 51, no. 3 (May/June): 45-52.
- Gail Kligman and Stephanie Limoncelli (2005), "Trafficking Women after Socialism: To, Through, and from Eastern Europe." *Social Politics: International Studies in Gender, State and Society* 12:1 (Spring): 118-140.

-Karin Sarsenov (1999), 'Representations of Russian Women', *Slavica Lundensia* 19, pp. 83-103.

-*Spare Parts* (Slovenia, 2004), *Lady Zee* (Bulgaria, 2005), *The Melon Route* (Croatia, 2006), and *Sisters* (Serbia, 2011) [excerpts watched in class]

** Trafficking in Context assignment due

Week 11-12: NGOs and Media products

-William Brown (2010), "Negotiating the Invisible." *Moving People, Moving Images : Cinema and Trafficking in the New Europe*. Brown, William, Dina Iordanova, and Leshu Torchin, College Gate Press, pp.16-49.

-Leshu Torchin (2010), "Traffic Jam: Film, Activism and Human Trafficking." *Moving People, Moving Images : Cinema and Trafficking in the New Europe*. Brown, William, -- Dina Iordanova, and Leshu Torchin, College Gate Press, pp. 218-237.

-Wendy Hesford (2005), "Kairos and the Geopolitical Rhetorics of Global Sex Work and Video Advocacy." In Hesford, Wendy S. and Wendy Kozol (eds.). *Just Advocacy?: Women's Human Rights, Transnational Feminism, and the Policies of Representation*. New Brunswick: Rutgers University Press, pp. 146-173.

-Dina Iordanova (2010), "Making Traffic Visible." *Moving People, Moving Images: Cinema and Trafficking in the New Europe*. College Gate Press, pp. 84-118.

-*Open Your Eyes* (Bulgaria [with IOM], 2004); *Svetlana's Journey* (Bulgaria/US [with face-toFace], 2004); *You are Alive* (Macedonia [with Open Gate], 2006) [excerpts watched in class]

** Response to one Wiki post due week twelve

Week 13: Trafficking, Cinema, and Trauma

-E. Ann Kaplan (2005), *Trauma Culture: The Politics of Terror and Loss in Media and Literature*. New Brunswick: Rutgers University Press.

-Joshua Hirsh (2009), "Post-traumatic Cinema and the Holocaust Documentary." In Kaplan, E. Ann and Ban Wang, (2009) (eds.), *Trauma and Cinema: Cross-Cultural Explorations*, Aberdeen: Hong Kong University Press, pp. 93-123.

-*Promised Land* (Israel/France, 2002) [watch in class]

** Outline of final project due

Week 14: Trafficking and the Viewer

-John Fiske (1989), "Moments of Television: Neither the text nor the Audience." E. Seiter, H. Borchers, G. Kreuzner and E.-M. Worth (eds.). *Remote Control: televisions, Audiences and Cultural Power*. London, Routledge, pp.56-78.

-Yana Hashamova, R. Bozhinova and E. Tair (2010), "Knowledge and Attitudes towards Trafficking in People: Cross-Cultural Differences." *Bulgarian Journal of Psychology* 1.4: 41-51.

-La Strada International Association < <http://lastradainternational.org/>>

Week 15: Conclusions

**Final Project due during the week of finals

Curriculum Map for Russian Major

	Program Goals		
	Goal 1 Lang. Proficiency	Goal 2 Analytic Skills	Goal 3 Cult. Appreciation
Prerequisites			
Russian 1101	Novice Low/Mid	NA	Novice Low
Russian 1102	Novice Mid/High	NA	Novice Mid
Russian 1103	Novice High	NA	Novice High
Required Courses			
Russian 2104	Novice High/ Intermediate Low	NA	Novice High/Intermediate Low
Russian 3101	Intermediate Low	NA	Intermediate Low
Russian 3102	Intermediate Mid	NA	Intermediate Med
Russian 4575	Intermediate High	Advanced	Advanced
Electives			
Russian 3121/3122	Intermediate Low	NA	Intermediate High
Russian 4101/4102	Intermediate Low/Mid	NA	Advanced
Russian 4135	Novice/Intermediate	Intermediate	Novice
Russian 4136	Intermediate/Advanced	Advanced	Intermediate/Advanced
Russian 5101/5102	Intermediate High/Advanced Low	Advanced	Advanced
Medren 2513	NA	Novice	Novice
Russian 2250	NA	Novice	Novice
Russian 2335	NA	Novice	Novice
Russian 3460	NA	Intermediate	Intermediate
Russian 3350	NA	Intermediate	Intermediate
Russian 2345	NA	Intermediate	Intermediate
Russian 4220/4221	NA	Advanced	Advanced
Russian 4600	Novice	Advanced	Advanced
Russian 5225	NA	Advanced	Advanced
Russian 5250	NA	Advanced	Advanced
Russian 5530	Intermediate	Advanced	Advanced

Russian 5601	Advanced	Advanced	Advanced
Russian 5701	Advanced	Advanced	Advanced
Slavic 2330	NA	Novice	Novice
Slavic 3360	NA	Intermediate	Intermediate
Slavic 3310	NA	Intermediate	Intermediate
Slavic 4520H	NA	Advanced	Advanced
Slavic 4560H	NA	Advanced	Advanced
Slavic 4260H	NA	Advanced	Advanced
Slavic 4597	NA	Advanced	Advanced
Slavic 4670	Novice	Advanced	Advanced
Slavic 5450	NA	Advanced	Advanced