

## Term Information

Effective Term Spring 2016

## General Information

Course Bulletin Listing/Subject Area International Studies  
Fiscal Unit/Academic Org UG International Studies Prog - D0709  
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 the 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 None  
Exclusions Not open to students with credit for Slavic 5450

## Cross-Listings

Cross-Listings Cross-listed in Slavic

## Subject/CIP Code

Subject/CIP Code 16.0400  
Subsidy Level Doctoral 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

- GBL MAP (Update Aug 19, 2015).docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Meltz, Richard Lee)*
- 3.1 SEE MAP (Update Aug 19, 2015).docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Meltz, Richard Lee)*
- HT Syllabus Final Edits.docx  
*(Syllabus. Owner: Mughan, Anthony)*
- english conc.pdf  
*(Concurrence. Owner: Mughan, Anthony)*
- film studies conc.pdf  
*(Concurrence. Owner: Mughan, Anthony)*
- sexuality studies conc.pdf  
*(Concurrence. Owner: Mughan, Anthony)*
- sociology conc.pdf  
*(Concurrence. Owner: Mughan, Anthony)*
- wgss conc.pdf  
*(Concurrence. Owner: Mughan, Anthony)*
- Summary for SBS Panel.docx  
*(Other Supporting Documentation. Owner: Mughan, Anthony)*

## Comments

- See 9-28-15 e-mail to T. Mughan and A. Brintlinger. *(by Vankeerbergen, Bernadette Chantal on 09/28/2015 12:34 PM)*
- The curriculum maps have now been added, as requested. *(by Mughan, Anthony on 08/19/2015 10:51 AM)*
- Course accepted by International Studies into the Globalization Studies and Slavic and East European Studies majors. *(by Meltz, Richard Lee on 08/19/2015 08:10 AM)*

**COURSE REQUEST**  
5450 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
11/30/2015

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Mughan,Anthony	08/19/2015 10:52 AM	Submitted for Approval
Approved	Mughan,Anthony	08/19/2015 10:52 AM	Unit Approval
Approved	Haddad,Deborah Moore	08/19/2015 11:07 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/28/2015 12:34 PM	ASCCAO Approval
Submitted	Mughan,Anthony	11/30/2015 02:07 PM	Submitted for Approval
Approved	Mughan,Anthony	11/30/2015 02:08 PM	Unit Approval
Approved	Haddad,Deborah Moore	11/30/2015 02:41 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	11/30/2015 02:41 PM	ASCCAO Approval

## **Global Human Trafficking: Realities and Representations**

**IS 5450/ Slavic 5450**

**Format: lecture; 3 credit hours**

**W/F – 11:10-12:30**

**Professors: Yana Hashamova ([hashamova.1@osu.edu](mailto:hashamova.1@osu.edu)) Hagerty Hall 400**

**Jennifer Suchland ([suchland.15@osu.edu](mailto: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. Students will understand what social science approaches and methods are used to study trafficking. 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. Students will examine differences in the perception of trafficking in the West and in Eastern Europe, as it has been documented by viewer response scholarship and social attitudes studies. 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;
- Students will grasp the methods and approaches used by scholars, governments, and International Government Organizations to investigate human trafficking;
- 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 knowledge of how viewership in different social, economic, and political contexts can influence the attitudes towards human trafficking;
- Students will gain critical knowledge of 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 should be on some aspect of human trafficking including policy debates, social movement activism, or legal cases, You can respond to a news item, an event, article, video/film, TV show, or website that relates to these areas of human trafficking. The post should provide a general summary as well as critical feedback based on what you have learned in the course about the development of anti-trafficking legislation and the key controversial issues related to that legislation, including migration, smuggling, labor rights and the sex trade.

**Human Trafficking in Context** **15%**

This is a short paper (5 pages) in which you will research trafficking in a particular context – community, city, country or region – and write up your findings. While human trafficking is a global phenomenon, it works in the context of particular dynamics that vary from location to location. Using the U.S. Department of State annual TIP Report and other rigorous sources, you will research the specific dynamics in a particular context that contribute to trafficking, including: migration patterns; migration laws; labor laws; industry patterns; historical racial, class, national and/or gender hierarchies; presence or history of ethnic conflict or other political conflicts; or/and the role of government and law enforcement.

**Final Project** **30%**

Each student will devise, in consultation with the instructors, a final project. The project can be a research paper that engages a particular dimension or debate in human trafficking policy, or an outreach project, video, or other creative project that addresses and engages the content of the course. All projects must engage the content of the course in two ways: it must be grounded in knowledge of anti-trafficking legislation and advocacy AND it must reflect knowledge of the consequences of the representation of human trafficking. Creative projects will need to be accompanied by an “artist statement” that details the methodology and research behind the project. Your 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>).

### **I. The Roots of Human Trafficking Law**

Human trafficking is not new. In the 19<sup>th</sup> 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 20<sup>th</sup> 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 [p.1-7]
- 1899 National Vigilance Society [approx 30 pages]
- UN 1949 International Convention on the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others [p.1-6]

#### **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 [p.1-4]
- 1930 UN Forced Labor Convention [p.1-5]
- *Modern Slavery: Debt Bondage and Child Soldiers* (2008) [watch in class]

### **Weeks 3-4: Violence Against Women and Women's Human Rights**

- Jutta Joachim, "Framing Issues and Seizing Opportunities: The UN, NGOs, and Women's Rights," *International Studies Quarterly* 47(2):247-274.
- 1993 Vienna Tribunal for Women's Human Rights [aprox 80 pages]
- 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 [p.1-5]
- 1996 President Clinton speech on women's human rights [2 pages]
- *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)
- Anthony Destafano (2008). *The War on Human Trafficking: U.S. Policy Assessed* [p.30-45]
- Guri Tyldum and Anette Brunovskis (2005), "Describing the Unobserved: Methodological Challenges in Empirical Studies on Human Trafficking," *International Migration*, 43(1/2):17-34.
- US 2000 Victims of Violence and Trafficking Protection Act [approx 25 pages]
- UN 2000 Optional Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children [approx 20 pages]
- UN Testimonial video (<https://www.youtube.com/watch?v=W5u2IUf8JUw>)

**\*\* First Wiki post due week five**

## **II. Contested Issues/Debates in Human Trafficking**

While everyone can agree that human trafficking 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/debates that animate anti-trafficking policy and advocacy: labor rights, migration, and human rights. In addition, we will 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: the sex trade and migration**

- 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” [p.1-5]
- ILO (2014), “Profits and Poverty: The Economics of Forced Labour” [approx 20 pages]
- Jennifer Chacón, (2010), “Tensions and Trade-Offs: Protecting Trafficking Victims in the Era of Immigration Enforcement,” *University of Pennsylvania Law Review* vol. 158, pp.1609-1653.
- Michelle Madden Dempsey (2010), “Sex Trafficking and Criminalization: In Defense of Feminist Abolitionism,” *University of Pennsylvania Law Review*, 158(6):1729-1778.
- *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” [approx 70 pages]
- OSCE (2011), “Community Policing Approach to Victim Identification” [approx 40 pages]
- 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 after 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,” *Sexuality Research & Social Policy* 5(4):45-61.
- 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>)

### **III. Trafficking and Global Media: The Opportunities and Challenges of Representation**

The next 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. Awareness campaigns are a key component of trafficking prevention programs. Thus, closely analyzing how trafficking is represented in the media is a critical part of grasping how the media can help and hinder anti-trafficking. As part of our critical analysis of documentaries, feature films, video clips, and NGOs' anti-trafficking media materials, we will examine how the cultural and gender differences of the creators and audiences have an impact on: how trafficking is represented; how audiences perceive the problem of trafficking; and the effectiveness of prevention campaigns.

#### **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 end of week 10**

### **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 end of week**

#### **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**

- **Course Evaluations**

- **Peer Dialogue on final projects**

**\*\*Final Project due during the week of finals**

Concerning issues raised by the SBS Panel regarding Slavic/IS 5450:

### **1. Justify 5000-level number**

The page numbers now are included on the syllabus. The reading load is appropriate for a 5000-level course. Considering the quantity of pages, the reading difficulty, and the range of sources, upper-level students as well as first-year MA students will be challenged.

There is *no* popular press in the syllabus; rather, the readings include sources from peer-reviewed social science journals, law journals, books published by academic presses, U.S. federal laws, United Nations documents, and policy briefs by organizations such as the ILO. Each of these types of readings is important for students to understand and analyze. These readings are complex, rigorous, and appropriate for a 5000-level course. Students find reading many of the primary sources (including laws from the 19<sup>th</sup> century and current U.S. legislation) quite difficult; thus, though in the first week the quantity of pages is not high, I believe the readings are sufficiently challenging. I strongly disagree that this course is introductory. The course assumes introductory knowledge of political processes (civil society – state relations), law, and cultural analysis (subjectivity, objectivity, discourse).

### **2. Justify social science content**

The course addresses two core themes: (1) how and why do social problems become recognized by the state; and (2) how and why does *how* we understand (and represent) social problems matter? In no section is the *popular press* used as a source other than as a primary source for analysis. The media chosen is used by government and advocacy organizations to educate the public about human trafficking and how to prevent it. A rigorous discussion of this media is crucial to questions relevant to the social sciences. Namely, the question of framing has been central to scholarship on theoretical perspectives used by individuals, groups, and societies to organize and communicate political differences. Moreover, the issue of framing has been central to social movement theory, research on elites, political organizations (i.e., political parties), and political communications. Part III of the syllabus is tied to questions of framing and debates about how to represent trauma effectively. It also addresses the role of spectatorship in understanding the impact of anti-trafficking media campaigns. Studies on social attitudes towards trafficking are employed too.

The following questions discussed in Parts I and II relate to social science questions (specifically to law, history, political science, and international relations):

- How and why do social problems become recognized by the state?
- What role can civil society play in shaping public policy and law?

- What strategies were used by civil society actors and IGO's, such as the UN, to advance global norms against gender violence? What is the relationship between civil society, governments, and IGOs in the context of human trafficking?
- What methods are used by governments, IGOs, and academics to study human trafficking? What are the challenges of researching human trafficking?
- Who decides what is a human right? Why and how has our understanding of human trafficking changed over time?
- What legal, political, and/or economic solutions can be used to combat trafficking?

### 3. Course content does not reflect course title and description

The description reads:

“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. Students will understand what social science approaches and methods are used to study trafficking. 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. Students will examine differences in the perception of trafficking in the West and in Eastern Europe, as it has been documented by viewer response scholarship and social attitudes studies. 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.”

The underlined parts of the description are directly represented in the course content. The course spends five weeks on the progression of anti-trafficking law, looking at the role of governments and civil society in shaping that law. We then spend three weeks on key political debates within anti-trafficking law and advocacy. The following seven weeks are spent analyzing anti-trafficking media tools, as described in the course description. The course covers what the title states: realities (the law and controversies) and representations (how the problem is covered in anti-trafficking advocacy and its

impact). Thus, we do not believe the course content is narrower than what is indicated in the title or outlined in the course description.

**4. Define final project more narrowly**

See revised syllabus.

**Subject:** FW: concurrence request- Slavic/International Studies 5450  
**Date:** Wednesday, October 21, 2015 at 1:57:43 PM Eastern Daylight Time  
**From:** Hashamova, Yana  
**To:** Mughan, Anthony  
**CC:** Peterson, Derek

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**From:** Moddelmog, Debra  
**Sent:** Tuesday, October 13, 2015 9:44 PM  
**To:** Hashamova, Yana  
**Cc:** Simmons, Clare; Hesford, Wendy; Lowry, Debra  
**Subject:** FW: concurrence request- Slavic/International Studies 5450

Hi Yana,

The Department of English is happy to provide concurrence for this course. We think it will be a great addition to the curriculum. We have also secured the support of Professor Wendy Hesford of our department, who assists with the Human Rights minor; Wendy believes the course will be perfect for that minor. We did want to let you know that Wendy sometimes teaches a section of English 4595: Literature and Law that has a similar theme. This is not a permanent theme of the course (the course topic changes with each instructor). We don't believe the two courses compete given that IS 5450/Slavic 5450 is clearly focused on social/political sciences and the course that Wendy offers in English emphasizes a humanities-based rhetorical approach. I attach Wendy's syllabus here just in case you want to compare. But even if they don't cover exactly the same territory, when it comes time to schedule these courses, we might want to make sure we don't schedule them against each other.

Good luck with this very exciting and important course.

My best,

Debra



**Debra A. Moddelmog**  
Professor and Chair  
**Department of English**  
421 Denney Hall, 164 W. 17th Ave., Columbus, OH 43214  
614-292-6065 Office / 614-292-7816 Fax  
[moddelmog.1@osu.edu](mailto:moddelmog.1@osu.edu) [english.osu.edu](http://english.osu.edu)

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**From:** Hashamova, Yana  
**Sent:** Monday, October 12, 2015 11:43 AM  
**To:** LaTorre, Guisela; Moddelmog, Debra; Ponce, Martin; Friedman, Ryan; Buchmann, Claudia  
**Cc:** Mughan, Anthony; Suchland, Jennifer  
**Subject:** concurrence request- Slavic/International Studies 5450



Dear Colleagues,

Upon Tony Mughan's request, my colleague Jenny Suchland and I developed a syllabus for a course IS 5450/Slavic 5450 - Global Human Trafficking: Realities and Representations to serve mostly International Studies majors with human rights interests, Slavic majors, and potential graduate students in International Studies. A&H and SBS curriculum panels requested that we ask concurrences from your units. Our syllabus is attached.

Would you please consider our request? The curriculum approval process stipulates that if you do not respond in two weeks (by Oct. 26), we should assume the concurrence granted.

Thank you very much for your time.

Yana (and Jenny)

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**Yana Hashamova, Ph.D.**

Professor and Chair

**The Ohio State University**

Department of Slavic and East European Languages and Cultures

Affiliate Professor - Comparative Studies, Film Studies, Women's, Gender and Sexuality Studies, and Mershon

Center for International Security Studies

1775 College Road, Columbus, OH 43210

[u.osu.edu/hashamova.1](http://u.osu.edu/hashamova.1)

**Subject:** FW: concurrence request- Slavic/International Studies 5450  
**Date:** Wednesday, October 21, 2015 at 1:59:18 PM Eastern Daylight Time  
**From:** Hashamova, Yana  
**To:** Mughan, Anthony  
**CC:** Peterson, Derek

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**From:** Friedman, Ryan  
**Sent:** Tuesday, October 13, 2015 10:22 AM  
**To:** Hashamova, Yana  
**Subject:** RE: concurrence request- Slavic/International Studies 5450

Hi Yana:

Thanks for seeking Film Studies' concurrence on your course proposal. It looks like a really interesting course! I don't see any curricular concerns from our program's perspective, despite the inclusion of some film and television material on the syllabus. So I'm inclined to grant concurrence. I'm new to this process, so you'll have to let me know if you need anything further from me in the way of documentation.

Thanks and all best,  
Ryan

Ryan Jay Friedman  
Director, Film Studies Program  
Associate Professor of English  
The Ohio State University  
Hagerty Hall 150  
Columbus, OH 43210

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**From:** Hashamova, Yana  
**Sent:** Monday, October 12, 2015 11:43 AM  
**To:** LaTorre, Guisela; Moddelmog, Debra; Ponce, Martin; Friedman, Ryan; Buchmann, Claudia  
**Cc:** Mughan, Anthony; Suchland, Jennifer  
**Subject:** concurrence request- Slavic/International Studies 5450

Dear Colleagues,

Upon Tony Mughan's request, my colleague Jenny Suchland and I developed a syllabus for a course IS 5450/Slavic 5450 - Global Human Trafficking: Realities and Representations to serve mostly International Studies majors with human rights interests, Slavic majors, and potential graduate students in International Studies. A&H and SBS curriculum panels requested that we ask concurrences from your units. Our syllabus is attached.

Would you please consider our request? The curriculum approval process stipulates that if you do not respond in two weeks (by Oct. 26), we should assume the concurrence granted.

Thank you very much for your time.

Yana (and Jenny)  
\*\*\*

**Yana Hashamova, Ph.D.**  
Professor and Chair

**The Ohio State University**

Department of Slavic and East European Languages and Cultures

Affiliate Professor - Comparative Studies, Film Studies, Women's, Gender and Sexuality Studies, and Mershon  
Center for International Security Studies

1775 College Road, Columbus, OH 43210

[u.osu.edu/hashamova.1](http://u.osu.edu/hashamova.1)

**Subject:** FW: concurrence request- Slavic/International Studies 5450  
**Date:** Wednesday, October 21, 2015 at 2:01:31 PM Eastern Daylight Time  
**From:** Hashamova, Yana  
**To:** Mughan, Anthony  
**CC:** Peterson, Derek

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**From:** ponce73@gmail.com [ponce73@gmail.com] on behalf of M. J. Ponce [ponce.8@osu.edu]  
**Sent:** Tuesday, October 13, 2015 11:27 AM  
**To:** Hashamova, Yana; Suchland, Jennifer  
**Subject:** Re: concurrence request- Slavic/International Studies 5450

Dear Yana and Jenny,

The course looks fantastic to me. I'm assuming I was put on this email because of my role as coordinator of Sexuality Studies. From that perspective, you have my full endorsement of the course. The SS curriculum, to my knowledge, doesn't cover this very important issue. And it would be great to be able to offer it for Sexuality Studies credit, provided that 50% of the specific iteration's content addresses issues of human sexuality (which the sample syllabus seems to fulfill).

Good luck with the approval process!

Joe

On Mon, Oct 12, 2015 at 11:56 AM, Hashamova, Yana <[hashamova.1@osu.edu](mailto:hashamova.1@osu.edu)> wrote:  
P.S. Please forgive the typos in the subject line. Monday is particularly hectic.

Yana

---

**From:** Hashamova, Yana  
**Sent:** Monday, October 12, 2015 11:43 AM  
**To:** LaTorre, Guisela; Moddelmog, Debra; Ponce, Martin; Friedman, Ryan; Buchmann, Claudia  
**Cc:** Mughan, Anthony; Suchland, Jennifer  
**Subject:** concurrence request- Slavic/International Studies 5450

Dear Colleagues,

Upon Tony Mughan's request, my colleague Jenny Suchland and I developed a syllabus for a course IS 5450/Slavic 5450 - Global Human Trafficking: Realities and Representations to serve mostly International Studies majors with human rights interests, Slavic majors, and potential graduate students in International Studies. A&H and SBS curriculum panels requested that we ask concurrences from your units. Our syllabus is attached.

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Yana (and Jenny)  
\*\*\*

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[u.osu.edu/hashamova.1](http://u.osu.edu/hashamova.1)

--

Martin Joseph Ponce

Associate Professor, English Department

Coordinator, Sexuality Studies Program

The Ohio State University

545 Denney Hall

<http://u.osu.edu/ponce.8/bio/>

**Subject:** FW: concurrence request- Slavic/International Studies 5450  
**Date:** Wednesday, October 21, 2015 at 1:56:10 PM Eastern Daylight Time  
**From:** Hashamova, Yana  
**To:** Peterson, Derek

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**From:** Buchmann, Claudia  
**Sent:** Wednesday, October 21, 2015 1:44 PM  
**To:** Hashamova, Yana; Mughan, Anthony  
**Subject:** Re: concurrence request- Slavic/International Studies 5450

With this email, I grant concurrence for Global Human Trafficking course. Thanks,  
Claudia

Claudia Buchmann  
Professor & Chair  
Department of Sociology  
238 Townshend Hall  
Columbus, OH 43210  
614-292-5452



THE OHIO STATE UNIVERSITY

On Oct 12, 2015, at 11:56 AM, Hashamova, Yana <[hashamova.1@osu.edu](mailto:hashamova.1@osu.edu)> wrote:

P.S. Please forgive the typos in the subject line. Monday is particularly hectic.

Yana

---

**From:** Hashamova, Yana  
**Sent:** Monday, October 12, 2015 11:43 AM  
**To:** LaTorre, Guisela; Moddelmog, Debra; Ponce, Martin; Friedman, Ryan; Buchmann, Claudia  
**Cc:** Mughan, Anthony; Suchland, Jennifer  
**Subject:** concurrence request- Slavic/International Studies 5450

Dear Colleagues,

Upon Tony Mughan's request, my colleague Jenny Suchland and I developed a syllabus for a course IS 5450/Slavic 5450 - Global Human Trafficking: Realities and Representations to serve mostly International Studies majors with human rights interests, Slavic majors, and potential graduate students in International Studies. A&H and SBS curriculum panels requested that we ask concurrences from your units. Our syllabus is attached.

Would you please consider our request? The curriculum approval process stipulates that if you do not respond in two weeks (by Oct. 26), we should assume the concurrence granted.

Thank you very much for your time.

Yana (and Jenny)  
\*\*\*

**Yana Hashamova, Ph.D.**

Professor and Chair

**The Ohio State University**

Department of Slavic and East European Languages and Cultures

Affiliate Professor - Comparative Studies, Film Studies, Women's, Gender and Sexuality Studies, and  
Mershon Center for International Security Studies

1775 College Road, Columbus, OH 43210

[u.osu.edu/hashamova.1](http://u.osu.edu/hashamova.1)

**Subject:** FW: Concurrence for IS 5450/ Slavic 5450  
**Date:** Monday, October 26, 2015 at 3:59:09 PM Eastern Daylight Time  
**From:** Hashamova, Yana  
**To:** Mughan, Anthony  
**CC:** Peterson, Derek

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**From:** guiselalatorre4@gmail.com [guiselalatorre4@gmail.com] on behalf of Guisela Latorre [latorre.13@osu.edu]  
**Sent:** Monday, October 26, 2015 1:49 PM  
**To:** Hashamova, Yana  
**Subject:** Concurrence for IS 5450/ Slavic 5450

Dear Yana,

This is to let you know that our department has approved your request for concurrence for IS 5450/ Slavic 5450. Per our phone conversation though, we hope that we can continue having a discussion about cross-listing this course with WGSS in the near future. Our department thinks it would be beneficial for students in IS, Slavic and WGSS.

--

Guisela Latorre, Associate Professor  
Department of Women's, Gender and Sexuality Studies  
Co-Editor, *Frontiers: A Journal of Women Studies*  
The Ohio State University  
286 University Hall  
Columbus, OH 43210  
Phone: (614)247-7720  
Fax: (614)292-0276



**Curriculum map, indicating how program goals are accomplished via specific courses**

Globalization Studies Major MAP	LEARNING GOALS					
	Program				Specialization	
	A	B	C	D	E	F
	Key: 1=Beg. 2=Int. 3=Adv.					
<b>Required Pre-Major Courses: 10 hours</b>						
Economics 2002.01 or 2002.02		1	1	1		1
Geography 2400		1	1	1	1	
Completion of 1103	1	1		1		
<b>1. REQUIRED FOUNDATIONS: 12 hours</b>						
Comparative Studies 3360		2	2	2		2
International Studies 3850		2	2	2	2	2
International Studies 4850		3	3	3	3	
Political Science 4330		3	3	3	3	3
<b>2.ELECTIVES: 18 HOURS</b>						
<b>A. ECONOMY, ENVIRONMENT &amp; HEALTH (choose 2): 6 hours</b>						
<b>Arts &amp; Humanities Choices</b>						
Comparative Studies 3645		2		2		2
Comparative Studies 4597.01		3	3	3	3	3
English 3883		2	2	2	2	
English 4597.01		3		3		
History 3311		2	2	2	2	2
History 3376		2	2	2	2	
History 3705		2	2	2	2	2
History 4650		3	3	3	3	3
<b>Social Science / Science Choices</b>						
Agricultural Communication 5150		3	3	3		3
Anthropology 4597.02		3	3	3		3
Anthropology 5602		3	3	3		
Economics 4600		3	3	3	3	3
Geography 3882		2	2	2	2	
Geography 3900		2	2	2	2	
Geography 3901H		2	2	2	2	
Geography 5700		3	3	3		3
Geography 5802		3	3	3	3	3
International Studies 4532		3	3	3		3
International Studies 4539		3	3	3	3	3
International Studies 4560		3	3	3		3
International Studies 4597.01		3	3	3	3	3
Political Science 4280		3	3	3		3
Political Science 4380		3	3	3	3	3
Sociology 3460		2	2	2	2	
Sociology 3464		2	2	2		2
Sociology 3502		2	2	2	2	2
Sociology 5450		3	3	3	3	3
Sociology 5563		3	3	3	3	3
<b>B. VIOLENCE, CONFLICT &amp; RECONCILIATION (choose two): 6 hours</b>						
<b>Arts &amp; Humanities Choices</b>						
History 3750		2	2	2		2
History 3590		2	2	2		2
History 3630		2	2	2		

International Studies 5640		3	3	3	3	3
Linguistics 4597.01		3	3	3	3	
Linguistics 4597.02		3	3	3		3
WGSST 3302		2	2	2	2	2
<b>Social Science / Science Choices</b>						
Anthropology 4597.01		3	3	3		3
Geography 3600		2	2	2	2	2
Geography 3701		2	2	2	2	2
Political Science 4300		3	3	3		3
Political Science 4310		3	3	3		3
Political Science 4320		3	3	3		3
Psychology 3525		2	2	2		2
Sociology 4508		3	3	3	3	3
Sociology 5525		3	3	3		3
<b>C. GLOBAL CULTURES, NETWORKS &amp; INSTITUTIONS (choose two): 6 hours</b>						
<b>Arts &amp; Humanities Choices</b>						
AAAS 3310		2	2	2	2	2
AAAS 4570		3	3	3		3
Classics 4202		3	3	3		3
Comparative Studies 3689		2	2	2	2	2
Comparative Studies 4597.02		3	3	3	3	3
Comparative Studies 4597.03		3	3	3	3	
International Studies 4451		3	3	3	3	
International Studies 4661		3	3	3		3
International Studies 4873		3	3	3	3	3
Music 3348		2	2	2		2
Slavic & East Euro/INTSTDS 5450		3	3	3	3	
WGSST 3505		2	2	2		2
<b>Social Science / Science Choices</b>						
Communication 3443		2	2	2	2	
Communication 4668		3	3	3	3	3
International Studies 4853		3	3		3	
International Studies 5801		3	3	3	3	
Political Science 3220		2	2	2		
Political Science 4210		3	3	3	3	3
Political Science 4216		3	3	3		3
Political Science 4331		3	3	3	3	3
Rural Sociology 3580		2	2	2		2
<b>3. COMPLETION OF A FOREIGN LANGUAGE MINOR.</b>	3	3		3		

**PROGRAM LEARNING GOALS:**

- A. Students are competent in a foreign language.
- B. Students complete a rigorous liberal arts education that is international in focus and prepares them for a range of careers.
- C. Students understand the diversity of influences-historical, economic, political, social and cultural-that shape domestic and international processes and outcomes.
- D. Students master critical reasoning and cross-cultural communications skills.

**SPECIALIZATION LEARNING GOALS:**

- E. Students understand a globalization process that brings peoples and communities across the globe into closer and more sustained interaction at the same time as intertwining their destinies.
- F. Students appreciate that globalization is a multi-faceted process of change, embracing cultural, economic, and political forces that are redefining the state-centered international system.

**Curriculum map, indicating how program goals are accomplished via specific courses**

Slavic & East European Studies Specialization MAP	LEARNING GOALS					
	Program				Specialization	
	A	B	C	D	E	F
	Key: 1=Beg. 2=Int. 3=Adv.					
<b>Required Pre-Major Courses: 6-18 hours</b>						
Economics 2001.01 or 2001.02		1	1	1	1	1
History 2251		1	1	1	1	1
Completion of 1103	1	1		1		
<b>1. REQUIRED FOUNDATIONS: 12 hours</b>						
International Studies 2251		1	1	1	1	1
Geography 3754		2	2	2	2	
History 3269		2	2	2	2	2
Political Science 4216		3	3	3	3	3
<b>2. CRITICAL PERSPECTIVES: 12 hours</b>						
Economics 4508		3	3	3	3	3
History 3282		2	2	2	2	2
History 4280		3	3	3	3	
International Studies 4250		3	3	3	3	3
International Studies 4251		3	3	3	3	3
International Studies 4703		3	3	3		3
Political Science 4218		3	3	3	3	3
Political Science 4326		3	3	3	3	3
Russian 3550		2	2	2	2	2
Russian 5597		3	3	3	3	3
Slavic and East Euro./INTSTDS 5450		3	3	3	3	3
Sociology 5503		3	3	3	3	3
<b>3. ELECTIVES: 6 hours</b>						
History 3268		2	2	2	2	
History 3280		2	2	2	2	
History 3281		2	2	2	2	
History 3283		2	2	2	2	
History of Art 4040		3		3	3	
History of Art 5605		3		3	3	
International Studies 2250		1	1	1	1	1
International Studies 3400		2		2		
International Studies 4998		3	3	3	3	3
International Studies 4999		3	3	3	3	3
International Studies 5191		3	3	3	3	
International Studies 5195		3	3	3	3	3
International Studies 5797		3	3	3	3	3
Polish 5630		3		3	3	
Russian 3360		2		2	2	
Russian 3644		2		2	2	
Russian 4520		3		3	3	
Russian 4522		3	3	3	3	
Russian 5566		3		3	3	
Slavic 3251		2	2	2	2	
Slavic 3360		2	2	2	2	
Slavic 4520		3	3	3	3	
Slavic 5680		3		3	3	
<b>4. COMPLETION OF A FOREIGN LANGUAGE MINOR.</b>	3	3		3		

**PROGRAM LEARNING GOALS:**

- A. Students are competent in a foreign language.
- B. Students complete a rigorous liberal arts education that is international in focus and prepares them for a range of careers.
- C. Students understand the diversity of influences-historical, economic, political, social and cultural-that shape domestic and international processes and outcomes.
- D. Students master critical reasoning and cross-cultural communications skills.

**SPECIALIZATION LEARNING GOALS:**

- E. Students develop an interdisciplinary understanding of the region's cultures, history, and economic and political trajectories.
- F. Students analyze the dynamic interplay of economic, political and social systems in Russia and Eastern Europe.