

**CCJ 4938 - Human Trafficking  
Florida State University**

**Class Times & Location** Monday, Wednesday, Friday 12:20PM – 1:10PM  
Online, Synchronous (Participation in class meetings is required)

**Instructor:** Dr. Ieke de Vries (she/her/hers)  
[idevries@fsu.edu](mailto:idevries@fsu.edu)  
**Student Office Hours (through Zoom):** 4.00-5.00 Monday/Thursday  
and by appointment

**Teaching Assistant:** Bret Keating (he/him/his)  
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**Student Office Hours (through Zoom):** By appointment

**Required Books:**

1. Shelley, L. (2010). Human trafficking: A global perspective. Cambridge University Press.
2. Merry, S. E. (2016). The seductions of quantification: Measuring human rights, gender violence, and sex trafficking. University of Chicago Press.

**Course Description:**

The Trafficking Violence Prevention Act (2000) defines human trafficking as the recruitment and exploitation of people through force, fraud and coercion for the purposes of sexual services or labor. International legislation expands this definition to also cover alternative forms of human trafficking, such as organ trafficking, forced marriages, or criminal exploitation. Although these legislations point to an increased interest in combating human trafficking since the 2000s, the practice of exploitation of labor, servitude, or sexual services dates back to centuries ago and may even be as old as human existence. This course offers a comprehensive, comparative, and critical perspective of contemporary forms of human trafficking. At the end of this course, you will be able to answer the following questions:

- What are the dominant and peripheral perspectives through which human trafficking is perceived?
- What is known about the nature and scale of human trafficking?
- Which actions can be taken to combat human trafficking?

**Course Learning Goals:**

This course aims to provide you with a variety of literature and tools to address human trafficking utilizing different perspectives, methods and policies. By the end of the course, you will be able to:

- Describe the problem of human trafficking in its various forms, along with potential causes and consequences.
- Understand the historical and cultural contingencies of human trafficking on a global and local level.
- Critically think about and formulate arguments for and against different conceptual perspectives, research methods and policies that address human trafficking, specifically as it pertains to understanding and evaluating:
  - the value and pitfalls of framing human trafficking in a particular way.
  - the relevance, reliability, and validity of research on human trafficking.
  - the applicability and limits of international, federal and state-level laws and regulations.
- Become comfortable and skilled with having informed and respectful discussions about human trafficking that recognize and value multiple perspectives.

## Technology Requirements:

Due to COVID-19, this course is being offered via Zoom and Canvas. We will not have in-person contact. Because the course is being offered synchronously, you are expected to join online class meetings (which will have unannounced polls every once in a while), take the exams during the scheduled course time, and regularly monitor changes on Canvas. Access to high-speed internet is therefore crucial. However, I recognize that not everyone might have immediate access to high-speed internet, in which case the following link can offer you resources on free and discounted WIFI: <https://its.fsu.edu/article/free-and-discounted-wi-fi-options-available>. Please contact me or the University for any further questions.

Need help with Canvas? Contact FSU Canvas Support at [canvas@fsu.edu](mailto:canvas@fsu.edu) or (850) 644-8004 (see [support.canvas.fsu.edu](http://support.canvas.fsu.edu))

## Keys to Success:

*Participation:* You are expected to join the class meetings, have read the assigned literature prior to each meeting, and be prepared to raise questions about the assigned materials. Students unable to join a live session can catch up on recorded class meetings afterwards, but please note that discussions and group work will not be recorded due to privacy concerns. I will generally not take attendance, though attending class is a good idea for several reasons. First and foremost, participation is an essential part of the educational process. Class meetings offer you a way to process the course materials and allow you to contribute to evaluating these materials by raising questions and comments. Second, I will hold you accountable for attending lectures via exams and other assessments that will also include information presented during a lecture. Third, it is a meaningful and enriching way to interact with your peers in break-out rooms or through in-class exercises that will not be recorded. Fourth, when it comes to my knowledge that you are missing class for an extended period of time without notice or approved reason, consequences such as a grade deduction may follow. If I suspect that a large portion of students are not actively participating, I reserve the right to institute in-class "pop" quizzes that can account for up to 10% of the final course grade (with all other course requirements being proportionally reduced).

*Mid-Term Exams and Final Exam:* Two midterm exams (weighted 20% each) will help assess your knowledge gained through the weekly readings. These exams are scheduled during dedicated class times, include multiple-choice and few open text questions, and will cover *all materials prior to the class* the exam is scheduled for. You should give yourself enough time to study for an exam. A few days in advance does *not* give you enough time to understand and apply the materials beyond a mere memorization of facts and definitions. Instead, you are encouraged to actively engage with the course materials by reading the literature, joining the class meetings, making notes, and raising questions throughout the course. This will make the process of studying for an exam easier and allows you to think critically about the materials, for example by connecting the literature discussed in one session to that discussed in a different session. At several points in the course, I will administer short practice quizzes. These will not be graded and have the sole purpose to provide you with some practice and familiarity with the format of exams. I reserve the right to hold the exams through Honorlock, which requires Google Chrome and a webcam. Should this raise any issues, please reach out to FSU Case Management Services (+1 850-644-9555, <http://assessmenttestingsupport.bbsupport.happyfox.com/kb/article/1541-honorlock-resources-for-students>) early in the semester and let me know when you have any questions.

*Critical Engagement exercises:* Five critical engagement exercises are due during the course. Three exercises are individual writing assessments (~ 500 words), which have the purpose to provide you with an opportunity to critically engage with the reading materials. Two exercises involve group work and peer reviews because real-world applications often involve collaborative efforts. Peer reviews have the purpose to be exposed to each other's perspectives and to practice giving respectful and information-based feedback.

Grading will primarily focus on the extent to which you use the course materials to critically argue both for and against perspectives, methods, or policies. Below are preliminary descriptions, more details will be provided through Canvas.

1. *Individual Writing Exercise: Regional Patterns (5%)*  
Analyze one of Shelley’s Regional Chapters and elaborate on 1) the perspectives through which Shelley discusses human trafficking in this region; 2) the causes and consequences of human trafficking according to the chapter; and 3) potential unmentioned causes and consequences in this region.
2. *Individual Writing Exercise: Critical Film Review (5%)*  
Watch one of the documentaries on the human trafficking film list that will be provided and link the portrayal of human trafficking in this documentary to the literature discussed so far.
3. *Individual Writing Exercise: Critical Research Perspectives (5%)*  
Identify an article of interest that uses qualitative or quantitative research to examine human trafficking (a list with studies will be provided). Summarize the study in a few sentences and identify two critiques using the literature and our discussions on researching the nature and scale of human trafficking. Lastly, evaluate how the reviewed research includes a discussion on diversity (e.g. racial/ethnic, class, gender, sexual minorities).
4. *Group Writing Exercise: Finding solutions (5%)*  
You will be assigned to a group that is tasked with creating a law or policy that tackles the problem of human trafficking. You will work with your assigned group in deciding whether or not your law or policy should cover human trafficking broadly, a particular type, or a particular region. A format will be provided. This assessment comes with a peer-review assessment.
5. *Group Video Exercise: Research challenge (10%)*  
You will be working with an assigned group on a brief research challenge to present in a video-taped presentation (3-5 minutes). Based on the literature and our discussions in the past few weeks, what kind of study do you believe is needed to advance our understanding, research, and/or policies on human trafficking? Make sure to briefly present the problem, and connect the problem to the literature of this course. Grading will primarily focus on the extent to which a research idea is linked to existing literature, and has the purpose to advance research and policy. To that end, the video should conclude with clear implications of your proposal for research and policy. Videos will be posted on Canvas and involve a peer-review assessment, which I will use to evaluate each group member’s contribution to the video.

**Grade Requirements:**

<i>Requirement</i>	<i>Weight</i>
Five critical engagement exercises	30%
Two midterms	40%
Final exam	30%

**Grading Scale:**

A	100% to 93%	C	<77% to 73%
A-	<93% to 90%	C-	<73% to 70%
B+	<90% to 87%	D+	<70% to 67%
B	<87% to 83%	D	<67% to 63%
B-	<83% to 80%	D-	<63% to 60%
C+	<80% to 77%	F	<60% to 0%

## Course Policies:

*Respect for Diversity:* We all benefit from a diverse living and learning environment where we are exposed to different backgrounds, beliefs, and perspectives. I seek to create an inclusive and safe learning environment that values each of your unique thoughts, perspectives, and experiences, and honors your identities (including race and ethnicity, gender and gender identity, national origins, class, sexuality, religion, ability, etc.). This is particularly important in a course on human trafficking, which is a topic that evokes strong emotions, opinions and ideas. It is important to give everybody the space to talk and address our comments at the ideas and not the person. Human trafficking is also a topic that involves discussion of sensitive issues such as sexual assault and physical brutality, including torture. If at any time you feel uncomfortable with the class discussion or material, please feel free to step outside of the (digital) room for a period of time and do not hesitate to contact me to further discuss your concerns. In addition:

- Disrespect, discrimination, and racism in any form will not be tolerated. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. Anonymous feedback is always an option too.
- If you have a name and/or set of pronouns that differ from those that appear in your official FSU records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please do not hesitate to reach out to me. Anonymous feedback is possible too (based on which I may make a general announcement in the class to address any concerns raised, if necessary).
- To further support interaction and reflection in a digital teaching environment, I will administer three brief evaluation surveys to hear your input about the course pace and topics. Your thoughts, experiences and perspectives are important. Please let me know about ways to improve the effectiveness of the course for you personally, or for other students.

*Use of Canvas:* The Canvas learning management system will be used for this course. Course materials can be accessed through Canvas and all exams and assignments should be uploaded to Canvas before the due date. As per university policy, I will upload grades through Canvas. I will also use Canvas to inform students about community-based human trafficking events, interesting documentaries (some of which we will see during class time), podcasts, and news items. These are mostly optional and will not be included on exams, with the exception of those covered or watched during class time. A discussion board for this course will be available on Canvas, which you can use to raise questions or discussion items.

*University Attendance Policy:* Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

When you expect to miss class for an extended period of time or multiple classes regarding the same issue, you must contact me as soon as possible such that arrangements can be made. Valid reasons are listed above. All circumstances will be evaluated on an individual basis.

*Late and Missing Assignments:* I must be notified in advance if you anticipate missing an exam or assignment for a valid reason. Documentation may be requested. Missing exams or assignments should be turned in at a later point in time to be agreed upon with your instructor. Late exams and assignments without prior consent result in a final grade deduction.

*Policy on Responding to Students:* I will typically respond to emails within 24 to 48 hours. Graded assignments are typically returned within 2 weeks after due date.

*Academic Honor Policy:* The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>).

*Students with Disabilities:* Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
847 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)  
<http://www.disabilitycenter.fsu.edu/>

*Free Tutoring from FSU:* On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options – see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

*Syllabus Change Policy:* Except for changes that substantially affect implementation of the evaluation(grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

CLASS THEMES AND SCHEDULE			
Introduction			
<b>Module 1</b>	<b>What is Human Trafficking I</b>	<b>Readings</b>	
<b>M</b> 8/24	Class Introduction and Review of Syllabus	No Readings	
<b>W</b> 8/26	Historical Perspectives: Slavery	Patterson (2012)	
<b>F</b> 8/28	Contemporary Human Trafficking	Shelley – Chapter 1 (pp. 1-27), 8 (pp. 229 – 245; 259-264.	
<b>Module 2</b>	<b>What is Human Trafficking II</b>		
<b>M</b> 8/31	Human Smuggling, Transnational Human Trafficking, and Domestic Human Trafficking	Shelley – pp. 8-16 Campana, P. and Varese, F. (2016)	
<b>W</b> 9/2	Commercial Sex and Sex Trafficking	De Vries & Farrell (2019)	
<b>F</b> 9/4	Regional Patterns	Shelley - Chapters 5 ,6, 7, or 9 (choose 1 for assessment)	
<b>CRITICAL ASSESSMENT #1 DUE</b>			
Block 1: Human Trafficking in Perspective			
<b>Module 3</b>	<b>Popular Perspectives on Human Trafficking</b>		
<b>M</b> 9/7	<b>Labor Day. No Class.</b>		
<b>W</b> 9/9	<i>Guest Lecture Prof. Terry Coonan, FSU Human Rights Center</i>		
<b>F</b> 9/11	Contrasting Perspectives? Gender, Human Rights, Organized Crime	Shelley – Chapter 3 Aronowitz (2009)	
<b>Module 4</b>	<b>Critical Perspectives</b>		
<b>M</b> 9/14	The power of framing	Farrell & Fahy (2009)	
<b>W</b> 9/16	Iconic Victim Narratives	Fehrenbacher et al. (2020)	
<b>F</b> 9/18	Racial and Ethnic Inequalities in Human Trafficking and Human Trafficking Responses	Bryant-Davis & Tummala-Narra (2017)	
<b>Module 5</b>	<b>New Perspectives</b>		
<b>M</b> 9/21	<b>CRITICAL ASSESSMENT #2 DUE</b>		
<b>W</b> 9/23	Human Trafficking in the Supply Chain	De Vries (2019)	
<b>F</b> 9/25	Human Trafficking and Technology	Musto, Thakor & Gerasimov (2020)	
Block 2: Researching Human Trafficking			
<b>Module 6</b>	<b>Estimates</b>		
<b>M</b> 9/28	Global Estimates	ILO 2017 ( <i>interactive url</i> )	
<b>W</b> 9/30	Measuring the Unmeasurable?	Merry – Chapter 5; Farrell & De Vries (2020)	
<b>F</b> 10/2	<b>FIRST EXAM</b>		
<b>Module 7</b>	<b>Victimization</b>		
<b>M</b> 10/5	Investigative Reporting	NYT article “Boys in the Bunkhouse”	
<b>W</b> 10/7	Commercial Sexual Exploitation	Cannon et al. (2016)	
<b>F</b> 10/9	Labor Trafficking Victimitizations	Zhang (2012)	
<b>Module 8</b>	<b>Offending and Facilitating</b>		
<b>M</b> 10/12	Offending Behaviors and Responses	Denton (2016)	
<b>W</b> 10/14	Criminal Networks	Campana (2016)	
<b>F</b> 10/16	Ethical Considerations		
<b>Module 9</b>	<b>Critical Considerations</b>		
<b>M</b> 10/19	<b>CRITICAL ASSESSMENT #3 DUE</b>		

W	10/21	Networks and Disruptions. <i>Guest Lecture Dr. Kayse Maass, Department of Mechanical and Industrial Engineering, NU</i>	
F	10/23	Seductions of Quantification	Merry – Chapter 1 and 2.
<b>Block 3: Combating Human Trafficking</b>			
<b>Module 10</b>		<b>International Frameworks</b>	
M	10/26	Introduction to the 4Ps: Protection, Prosecution, Prevention, and Partnerships	UN Protocol to Prevent, Suppress, and Punish Trafficking in Persons (2000); U.S. Trafficking Victims Protection Act (TVPA)
W	10/28	<i>Digital Guest Lecture Fabrizio Sarrica, UN Office on Drugs and Crime</i>	TBD
F	10/30	<b>SECOND EXAM</b>	
<b>Module 11</b>		<b>Responding through the Criminal Justice System</b>	
M	11/2	Monitoring Progress	Merry – Chapter 6
W	11/4	Legal Frameworks to Investigate and Prosecute	Example Indictment/Brief
F	11/6	The Limits of Criminal Justice System Responses	Farrell et al. (2019)
<b>Module 12</b>		<b>Responses beyond the Criminal Justice System I</b>	
M	11/9	<b>CRITICAL ASSESSMENT #4 DUE</b>	
W	11/11	<b>Veteran's Day. No Class.</b>	
F	11/13	Responding to the Needs of Survivors <i>Guest Lecture Jennifer Ray, Florida Health Department</i>	Dell et al. (2019)
<b>Module 13</b>		<b>Responses beyond the Criminal Justice System II</b>	
M	11/16	Efforts to Identify Victims	Reid et al. (2018); Florida Screening Tool ( <a href="#">url</a> )
W	11/18	Community Responses	Sharapov (2019). Assess your slavery footprint: <a href="http://slaveryfootprint.org/">http://slaveryfootprint.org/</a>
F	11/20	Market-Based Solutions *** We will save time to work on critical assessment #5.	[TBD]
<b>Conclusion</b>			
<b>Module 14</b>		<b>Review Week</b>	
M	11/23	Review of Materials	Shelley – Conclusion Merry – Conclusion
W	11/25	<b>Thanksgiving Day. No Classes.</b>	
F	11/27	<b>Thanksgiving Day. No Classes.</b>	
<b>Module 15</b>		<b>Student Input Week</b>	
M	11/30	Review; Student Vote for Topic and Literature	TBD
W	12/2	Review; Student Vote for Topic and Literature	TBD
F	12/4	<b>CRITICAL ASSESSMENT #5 DUE</b>	
<b>Module 16</b>		<b>Final Exam Week</b>	
F	12/11	<b>FINAL EXAM</b>	

## Reading List Overview

- Aronowitz, A.A. (2009). Chapter 3. Contrasting Perspectives on Human Trafficking. In: A.A. Aronowitz. *Human trafficking, Human misery: The global trade in human beings*. Westport, CT: Greenwood Publishing Group.
- Brennan, D. (2008). Competing claims of victimhood? Foreign and domestic victims of trafficking in the United States. *Sexuality Research & Social Policy* 5(4): 45-61.
- Bryant-Davis, T. & Tummala-Narra, P. (2017). Cultural Oppression and Human Trafficking: Exploring the Role of Racism and Ethnic Bias. *Women & Therapy* 40 (1-20): 15-169.
- Campana, P. (2016). The structure of human trafficking: Lifting the bonnet on a Nigerian transnational network. *The British Journal of Criminology* 56(1): 68-86.
- Campana, P. and Varese, F. (2016). Exploitation in human trafficking and smuggling. *European Journal on Criminal Policy and Research* 22(1): 89-105.
- Cannon, A. C., Arcara, J., Graham, L. M., & Macy, R. J. (2016). Trafficking and health: A systematic review of research methods. *Trauma, Violence & Abuse* 19(2): 159-175.
- De Vries, I., & Farrell, A. (2019). Sex work. *The Encyclopedia of Women and Crime*: 1-8.
- De Vries, I. (2019). Connected to crime: an exploration of the nesting of labour trafficking and exploitation in legitimate markets. *The British Journal of Criminology* 59(1): 209-230.
- Dell, N. A., Maynard, B. R., Born, K. R., Wagner, E., Atkins, B., & House, W. (2019). Helping survivors of human trafficking: A systematic review of exit and postexit interventions. *Trauma, Violence, & Abuse* 20: 183-196.
- Denton, E. (2016). Anatomy of offending: Human trafficking in the United States, 2006–2011. *Journal of Human Trafficking* 2(1): 32-62.
- Farrell, A. and Fahy, S. (2009). The problem of human trafficking in the US: Public frames and policy responses. *Journal of Criminal Justice* 37(6): 617-626.
- Farrell, A., Dank, M., de Vries, I., Kafafian, M., Hughes, A., & Lockwood, S. (2019). Failing victims? Challenges of the police response to human trafficking. *Criminology & Public Policy* 18(3): 649-673.
- Farrell, A., & de Vries, I. (2020). Measuring the nature and prevalence of human trafficking. *The Palgrave international handbook of human trafficking*: 147-162.
- Fehrenbacher, A., Musto, J., Hoefinger, h., Maciotti, N.M., Giametta, C. & Bennacchie, C. (2020). Transgender people and human trafficking: Intersectional exclusion of transgender migrants and people of color from anti-trafficking protection in the United States. *Journal of Human Trafficking* 6(2): 182-194.
- Musto, J., Thakor, M., & Gerasimov, B. (2020). Between Hope and Hype: Critical evaluations of technology's role in anti-trafficking. *Anti-trafficking review* (14): 1-14.
- Patterson, O. (2012). Trafficking, Gender & Slavery: Past and Present. In: J. Allain (Ed). *The Legal Understanding of Slavery: From the Historical to the contemporary* (pp. 322-359). Oxford: Oxford University Press.
- Reid, J. A., Baglivio, M. T., Piquero, A. R., Greenwald, M. A., & Epps, N. (2018). No youth left behind to human trafficking: Exploring profiles of risk. *American Journal of Orthopsychiatry* 89(6): 704-715.
- Rothman, E. F., Farrell, A., Bright, K., & Paruk, J. (2018). Ethical and practical considerations for collecting research-related data from commercially sexually exploited children. *Behavioral Medicine*, 44(3), 250-258.
- Sharapov, K. (2019). Public understanding of trafficking in human beings in Great Britain, Hungary and Ukraine. *Anti-Trafficking Review* 13: 30-49.
- Zhang, S. X. (2012). Measuring labor trafficking: A research note. *Crime, Law and Social Change* 58(4): 469-482.