

**PS3880E: Topics in Political Science:
Human Trafficking in Southeast Asia**

Special Semester II, AY 2012-13

Class meets Mondays and Thursdays from 2-5pm at UTown (Seminar Room 9, ERC).

Instructor: Kevin McGahan

Office: AS1, level 5, room 2

Office Hours: Mondays 1-2pm or by appointment

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Class Facilitator: Dean Wong (dean@nus.edu.sg)

Description:

This class is designed to offer students an interactive module that analytically explores the various dimensions of human trafficking, particularly within the context of Southeast Asia. As a project-driven module, students will have several opportunities to apply concepts and methods learned in class by conducting field research exercises. The module is focused on critically examining the following questions: What are the proximate causes and consequences of human trafficking within and across regions? What are the different forms of trafficking (e.g., sex trafficking, forced labor, domestic servitude)? What is the relationship between human rights and human trafficking? How do governments, the media, and others portray trafficked persons – and more importantly, how do trafficked persons express themselves?

The module is divided into four parts. First, students will examine the various causes and consequences of human trafficking. The class, second, will compare different forms of human trafficking and place these in comparative perspective. Third, students will explore the interplay between human trafficking and human rights as well as the varied ways in which trafficked persons are portrayed and how these individuals express their own lives. In the last part of the module, students will apply the theoretical concepts discussed earlier in the semester by conducting field research and presenting their findings to the class. Throughout the semester, students will be encouraged to reflect on – and at times, document – their experiences, enabling them to draw connections between local observations and various global phenomena.

Goals:

By taking this class, students will learn how to apply theoretical concepts related to human trafficking to actual situations and problems. Students will also develop analytical and communication skills through written exercises and oral presentations based on class materials and field research.

Requirements and Evaluation:

This class is an interactive, student-driven seminar focused around a group project. As such, students must attend and actively participate throughout the semester. To facilitate this interactive learning process, I will expect students to have completed the required readings *before each class meets*. In addition, I will *not* authorize any absence from class *unless students document an exceptional situation that required them to miss the scheduled class meeting*.

Also, please note that if you have *any* sort of documented disability, contact me immediately. I am happy to accommodate students to create and maintain an appropriate learning environment.

1. Participation

Students will be graded on their participation, which is premised on regular attendance and interactions during seminars. In addition, students will be required to maintain a daily journal *during their field research*. I will post a sample entry on IVLE.

Please note that several prominent guest lecturers are scheduled to give presentations to the class about the various issues related to human trafficking. Students are expected not only to interact enthusiastically but also conduct themselves professionally during these guest presentations.

2. Essay

Students will also be required to write a succinct critical essay (~1300 words, double spaced, 12 point font). For the paper assignment, students will be given a choice of broad questions that reflect seminar materials and discussions. The instructor will circulate a list of possible topics for the papers and provide further details later in the semester. Students may use any citation format in their papers as long as sources are clearly identified. Papers will be evaluated based on clarity, organization, and overall persuasiveness. Please note that reports submitted after the deadline will be penalized about a grade lower for each day that they are late (e.g., a one-day late A- paper will receive a B+ mark). Importantly, students will submit their reports to the following website: <http://www.turnitin.com>. The class number is 6568009 and the password is NUS2013.

3. Project

Finally, students will be organized into small groups, around 4-5 students per group, to complete a research project. The instructor will provide general topics and guidelines for the projects later in the semester, but each group is given some latitude in tailoring projects to reflect their own collective research interests. These projects are designed to integrate and apply the themes and techniques addressed in the module.

Group projects are evaluated in two ways. Each group submits a collective report addressing a specific research question by drawing on class materials and personal observations in the field. The written reports are assessed based on overall clarity, organization and content. The group submits one written product and all group members receive the same grade. In addition, students are also assessed based on individual oral presentations to the class reflecting some aspect of the project that they developed and felt compelled to include. The weightage for the group project, thus, consists of 30 percent written assessment to reflect the collective report and 30 percent for the individual oral presentations. This breakdown gives the instructor some discretion in assessing individual contributions related to the field project.

Again, please note that reports submitted after the deadline will be penalized about a grade lower for each day that they are late (e.g., a one-day late A- group project will receive a B+ mark).

Grading:

Grades will be determined as follows:

Participation 20 percent

Essay 20 percent

Projects 60 percent (i.e., 30 percent for group project, 30 percent for student presentations)

Note: No final exam

In cases of borderline grades, I will make a particular point to reward students who have actively participated. I also look favorably on students who have steadily improved during the semester.

General Remarks and Helpful Information:

1. Academic Honesty and Plagiarism

Throughout the semester, students are required to write. These exercises are designed to allow students to develop their own arguments. Students should never incorporate ideas and materials without properly acknowledging their sources.

NUS policies state: “Academic honesty is a prerequisite condition in the pursuit and acquisition of knowledge...There are many forms of academic dishonesty and plagiarism is one of them. Plagiarism is presenting some other person’s work as one’s own.”

(For further details, see <http://www.fas.nus.edu.sg/undergrad/toknow/policies/plagarism.html>)

Required Materials:

Readings are located at the class website (IVLE), online journal databases, or the Reserve Books and Readings (RBR) in the Central Library. Please note that the instructor reserves the right to revise or make substitutions in the readings, as appropriate.

Supplemental Materials:

Lists of supplemental materials related to human trafficking and Southeast Asia will be posted on the class website. These readings are *beneficial but optional*.

Outline:

Part I. Human Trafficking: Definitions, Causes and Consequences

Week 1 (24 June):

Session 1: Introduction and Definitions of Human Trafficking

Mam, Somaly. *The Road of Lost Innocence*. London: Virago Press, 2008. (Central Library, RBR)

US State Department. “What is Trafficking in Persons?” in *Trafficking in Persons Report 2013*
<http://www.state.gov/j/tip/rls/tiprpt/2013/index.htm>

UN Protocol to Prevent, Suppress, and Punish Trafficking in Persons (Trafficking Protocol)
<http://www.unhcr.org/refworld/docid/4720706c0.html>

Session 2: Causes and Consequences of Human Trafficking

Castles, Stephen and Mark J. Miller. *The Age of Migration*. Fourth Edition. New York: The Guilford Press, 2009. Chapters 1 and 2 (Central Library, RBR)

Koslowski, Rey and David Kyle. *Global Human Smuggling*. Second Edition. Baltimore: Johns Hopkins University Press, 2011. Introduction and Chapter 1 (RBR)

Shelley, Louise I. *Human Trafficking: A Global Perspective*. New York: Cambridge University Press, 2010. Chapters 1 and 2 (Central Library, RBR)

Part II. Comparing Forms and Regions of Human Trafficking

Week 2 (1 July):

Session 1: Sex Trafficking and Domestic Servitude in Southeast Asia

Human Rights Watch. *Violence Against Cambodia's Sex Workers*. December 1, 2010.
<http://www.hrw.org/news/2010/12/01/violence-against-cambodia-s-sex-workers>

Human Rights Watch. “*They Deceived Us at Every Step.*” November 1, 2011.
<http://www.hrw.org/reports/2011/11/01/they-deceived-us-every-step>

Kara, Siddharth. *Sex Trafficking: Inside the Business of Modern Slavery*. New York: Columbia University Press, 2009. Chapters 1 and 6 (Central Library, RBR)

Bales, Kevin. “Because She Looks Like a Child,” in Ehrenreich, Barbara and Arlie Russell Hochschild. eds. *Global Women: Nannies, Maids, and Sex Workers in the New Economy*. New York: Metropolitan Books, 2002. (Central Library, RBR)

See also, Bales, Kevin. *Disposable People*. Berkeley: University of California Press, 2004. Chapters 1 and 2 (Central Library, RBR)

Session 2: Labor and Child Trafficking in Southeast Asia

IOM. 2011. *Trafficking of Fishermen in Thailand*. January 14.
<http://www.iom.int/unitedstates/Home/PDFs/Trafficking%20of%20Fishermen%20Thailand.pdf>

Hepburn, Stephanie and Rita J. Simon. *Human Trafficking Around the World: Hidden in Plain Sight*. New York: Columbia University Press, 2013. Chapters 4 and 17

Note: Papers are due.

Part III. Norms, Media, and Trafficked Persons

Week 3 (8 July):

Session 1: Human Rights, the Media, and Human Trafficking

Brysk, Alison and Austin Choi-Fitzpatrick, eds. *From Human Trafficking to Human Rights: Reframing Contemporary Slavery*. Philadelphia: University of Pennsylvania Press, 2012. Chapters 4 (Central Library, RBR)

Grant, Stefanie. "Migrants' Human Rights: From the Margins to the Mainstream." *Migration Information Source* March 2005.
<http://www.migrationinformationsource.org/Feature/display.cfm?ID=291>

The CNN Freedom Project (critically compare at least two news accounts from Asia)
<http://thecnnfreedomproject.blogs.cnn.com>

Note: Tentative group project proposals are due.

Session 2: Rethinking Human Trafficking

Brysk, Alison and Austin Choi-Fitzpatrick, eds. *From Human Trafficking to Human Rights: Reframing Contemporary Slavery*. Philadelphia: University of Pennsylvania Press, 2012. Chapters 1 and 11 (Central Library, RBR)

Hepburn, Stephanie and Rita J. Simon. *Human Trafficking Around the World: Hidden in Plain Sight*. New York: Columbia University Press, 2013. Conclusion (IVLE)

Feingold, David. "Think Again: Human Trafficking." *Foreign Policy*. August 30, 2005.
http://www.foreignpolicy.com/articles/2005/08/30/think_again_human_trafficking

Week 4 (15-19 July): Field Research Week

Cambodia

Week 5 (22-26 July): Field Research Week

Thailand

Week 6 (29 July - 2 August): *** Presentations ***

Student presentations based on group projects

Note: No final exam