

Course ID:	Course Title:	Spring 2022
DVST 402 / SO 402	Human Trafficking	Prerequisite: SO or DVST 2XX
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Professor John A. Winterdyk	First Day of Class:	May 16/22
Days:	May 16-20; May 24-28	Email:	jwinterdyk@mtroyal.ca	Last Day to Add/Drop:	End of the First Day of Class
Time:	9 am to 12:30 pm	Phone:	403-440-6992	Last Day to Withdraw:	End of the Last Day of Class
Room:	A2131	Office:	N/A	Last Day to Apply for Coursework Extension:	End of the Last Day of Class
		Office Hours:	Mon, Tues, Th: 12:30-1:30 pm	Last Day of Class:	May 28/22

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

Human trafficking gained considerable attention in the early 21st century when it was cast alongside terrorism, arms dealing, and the drug trade as one of the most prevalent crimes in the world and the second most profitable form of organized criminal activity. Yet understandings of human trafficking remain highly contested, and explanations are frequently polarized by debates concerning morality, justice, citizenship, and sexuality. Using a sociological lens, this course is designed to help students critically examine and contextualize conflicting understandings of human trafficking and to consider effective modes of prevention and response.

This special topic course offering embraces an interdisciplinary approach to examining the issue of human trafficking in Canada specifically, and within an international context more broadly. Topics to be covered include: the varied meaning and definitions of human trafficking (HT), the nature and extent of HT in Canada and internationally, types of HT, criminal justice response models to HT, explanations of HT, challenges in combating HT, and international responses and initiatives to addressing HT.

Expected Learning Outcomes:

In this course, we emphasize thinking skills (in particular, the ability to understand the relevance of competing and evolving criminological theories), information access and retrieval research (e.g., the ability to locate information sources and to evaluate their significance in understanding the relationship between theory and its application) and communication (e.g., the ability to illustrate competency in the course outcome through written communication). Specifically, in this course the primary learning outcomes will include:

1. Contextualizing human trafficking and 'slavery': A historical overview.
2. Review and examine the nature, extent, and diversity of human trafficking.
3. Examine the challenges in defining human trafficking and the implications for collecting data and informing policy.
4. Critically review the 4-5 P's (i.e., prevention, protection, prosecution, partnership, and promotion of international cooperation) of combating human trafficking.
5. Examine the challenges confronting the criminal justice system in combating human trafficking.
6. Discuss and explore new, emerging, and perhaps promising options for eradicating human trafficking.

Required Textbook:

Human Trafficking: A comprehensive exploration of modern day slavery (2020)

Author(s) 1

W. Stickle, S. Hickman, & C. White

ISBN 1

978-1-5063-7503-8 (SAGE Pub).

Other course related resource material - NOT required but supplementary:

In addition to the required textbook (see above), articles and internet links/resources will be posted to Moodle to supplement the course textbook.

There is a plethora of books written on various issues and aspects of human trafficking – especially since 2005. The following is but a small listing of some key sources, which learners may care to access. The journals can be accessed directly online, and the other related material may be found Ambrose University library. If not available, requests for inter-library loans may be consider. However, given the rich array of online sources, which will be shared throughout the semester, learners will have access to a wide array of material.

Journal of Human Trafficking <http://www.tandfonline.com/loi/uhmt20>

Journal of trafficking, organized crime and security <http://www.brownwalker.com/ojs/index.php/JTOCS>

European Journal of Criminology (2010). Vol. 7(1). A special issue on human trafficking edited by J. Winterdyk and P. Reichel.

Allain, J. (2012). *The Legal Understanding of Slavery*. Oxford: Oxford University Press.

Bales, K. (2007). *Ending slavery: How we free today's slaves*. Los Angeles, CA: University of California Press.

- Brass, T. (1999). *Towards a Comparative Political Economy of Unfree Labour*. London: Cass.
- Burke, M.C. (2013). *Human trafficking: Interdisciplinary perspectives*. NY: Routledge.
- Kooman, A. (2017). *She has a name*. Toronto: Playwrights Guide of Canada.
- Lee, M. (2011). *Trafficking and global crime control*. SAGE Pub.
- Meillassoux, C. (1991). *The Anthropology of Slavery*. Chicago: University of Chicago Press.
- Mishra, V. (2013). *Human trafficking: The stakeholder's perspective*. Thousand Oaks, CA: SAGE.
- Nagy, T.E. (ND). *Memories of a sex slave survivor*. Toronto: Communication Dynamics Pub.
- Perron, B. (2010). *Invisible chains: Canada's underground world*. Toronto: Viking Books.
- Quayson, A. & Arhin, A. (eds.). (2012). *Labour migration, human trafficking and multinational corporations: The commodification of illicit flows*. London: Routledge.
- UNODC (2009). UN.GIFT. "Model law against trafficking in persons". Vienna: United Nations.
- van der Anker, C. (2004). *The Political Economy of the New Slavery*. New York: Palgrave.
- Zimmerman, Y.C. (2013). *Freedom: religion, sex, and human trafficking*. N.Y.: Oxford University Press.
- Winterdyk, J., Perrin, B., and Reichel, P. (eds.). (2012). *Human trafficking: Exploring the international nature, concerns, and complexities*. Boca Raton: CRC Press.
- Winterdyk, J. & Jones, J. (eds.). (2020) *The Palgrave International Handbook of Human Trafficking*. 2 volumes collection. Palgrave.
- Lasocik, Z., Winterdyk, J., & van der Watt (Eds.). (2022). Forced labour and child exploitation: Challenges, Perspective, and Social Context – Special Issue. *Archives of Criminology*.

Course Schedule:

Tentative Course Schedule – Course description:

As a tentative schedule, changes may occur over the semester.

Week 1 (Monday – May 16th): Human Trafficking – What does that expression encompass? Who does the trafficking? Who are the trafficked? What are the sociological factors? What are the rewards, economic or otherwise, of trafficking? Is there politics in Human Trafficking?

Reading: Chapter 1

Tuesday: Defining human trafficking and its nuances in a cultural context

Reading: Chapter 2 (mini #1)

Wednesday: Measuring the nature and extent of human trafficking: Challenges and issues

Reading notes

Thursday: Theories and explanations of human trafficking

Reading: Chapter 3 (mini #2)

Friday: Victims and traffickers in context: The supply-demand nexus

Reading: Chapter 4 & 5

Week 2 (Monday – May 23/22): Sex trafficking and Prostitution: Nexus and conflation – Should prostitution always be considered forced? Should prostitution be made illegal? Should the buying of sex be made illegal rather than the selling of sex? Is there such a thing as voluntary prostitution, and is all prostitution a form of Human Trafficking?

Reading: Chapters 6 & 7 (mini#3)

Tuesday - Wednesday: Will look at some of the different types of trafficking: Labour, Organ, & forced marriage

Reading: Chapters 9, 12, & 13 (Weds mini #4)

Thursday: examine responses mechanisms and human trafficking responses in Canada.

Friday - Last day of class: Poster presentations (mini #5 optional)

Requirements and learner assessment:

There will be THREE assessment criteria for this course. They include:

1. Poster Presentation (35% of final grade)

The major assignment for this course will require the learner to work in a cohort of between 2-4 students per group. Each group/cohort will develop a poster presentation that will be presented during the last day of classes. All cohorts/groups must sign up for their topic by May 19th/22. No two presentations can focus on the same issue/theme. For example, if chosen, there can only be one presentation on forced child labour. Therefore, as topics are confirmed they will be posted for all class learners. Learners/groups will be welcome to consult with the instructor before choosing/finalizing their topic. Given the diversity and complexity of the topic, there is no shortage of topics. Each cohort/group present a 5-8 minute summary of their poster and be available to answer several related questions.

Basic guidelines for the poster presentations should include the following content:

1. Project title: Description of your topic and the primary source(s) you examined (i.e., online community, game, political activist site, or personal blogs/home pages). Remember to provide URLs for all sites listed.
2. Explanation of issues or questions for analysis: What prompted your interest in this topic? What question will you answer?
3. Brief overview of how you studied your primary source(s): Identify your primary sources: newspaper articles, government reports, commissions of inquiry, television, film, primary academic sources, documentaries, webpages, blogs, vlogs, etc.

4. Claim: Based on your observations, what argument can you make about the subject/issue you choose focus on?
Connection to course readings: How does the course material covered you to understand your observations? What elements of your project are not addressed by our readings?

Grading of poster and presentation

A. Peer Evaluation: 5%

Each poster presentation will be evaluated by peers and the instructor. Peers will answer a short questionnaire about each presentation (see the attached rubric), and the total of all peer evaluations will be calculated and the average of the evaluations will be the grade assigned by peers.

Professor Evaluation: 30%

The instructor will assign 0-4 points in each of the following categories, with 0 representing a missing component and 4 representing exceptional execution of the criterion. The total number of points comprises the grade on the poster presentation. The same rubric as for the peer evaluation will be used for consistency.

1. Focus: The poster offers a well-articulated topic, issues or questions for analysis, and claim. All information included on the poster relates to the presenter's topic, research question, and main argument.
2. Organization: The poster has a logical structure, with information grouped under appropriate headings. Each element of the poster has an obvious relation to the other elements.
3. Development/Support: The poster incorporates all required information. The discussion of observations and applicable course readings support the presenter's claim.
4. Design: All aspects of the poster are readable; the poster is not cluttered, and all visuals serve a specific purpose.
5. Delivery: The presenter gives a clear, organized, succinct summary of his/her project's contents and adequately answer viewer questions. Learners should limit their oral presentation to 5-8 minutes.

NOTE: Here are three links to different poster presentation templates that you can use and adapt to complete this assessment component. There are, of course, others, which you are welcome to use, or you can prepare your own.

<https://mail.google.com/mail/u/0/#inbox/15b646f21e5cc5cd?projector=1>

<https://mail.google.com/mail/u/0/#inbox/15b646f21e5cc5cd?projector=1>

<https://mail.google.com/mail/u/0/#inbox/15b646f21e5cc5cd?projector=1>

2. Mini-tests – total value 40% towards final grade. There will be a total of 5 mini-tests each worth 10%. However, only your best 4 scores will count – hence, the 5th min-quiz is/could be optional. The mini-tests will consist of 10-15 T/F questions and cover the lecture/chapters. The mini-tests will be completed at the start of each class and take no more than 15 minutes. The mini-tests/quizzes will occur about every 2-3 day of class. Therefore, it is important to the success of the learner to keep up with the reading assignments if they want to try and do well!

3. **Final exam (25% of final grade):** The final take-home exam will consist of several essay questions that will relate to a specific topic/issue addressed in either class readings or class lectures covered throughout the semester. The exam will be emailed/posted around May 26th so that you can review and ask any questions before classes are done. The final take-home exam will be due one week after the final week of classes (May 28th/22).

Throughout the course I will also allow time to discuss and review issues as they might arise in relation to the major project.

Attendance:

Students/learners are encouraged to attend ALL classes as material may and will be covered that is not directly included in the course textbook. This material will serve to enliven the course and the textbook content. Attendance will NOT be kept but should you miss any class, for any reason, it would be appreciated if you contacted the instructor to let him know that you will not be attending class. The class will start on time and students/learners are expected to arrive NO later than 5 minutes after the start of class. If you are late, you are welcome to rejoin the class after the break (around 10:30 am). If you attempt to enter the class after 5 minutes, you will be asked to leave so as not to disturb the class. If you have a legitimate reason to be late (e.g., doctor's appointment or similar) and you notify the instructor in advance, you will be allowed entry after 5 minutes as your attendance will be anticipated.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D		1.0
F	Failure	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g., Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled

class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by

the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further

information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to

biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.