

Course ID:	Course Title:	Spring 2024
DVST 402	Human Trafficking	Prerequisite: SO 2xx or DVST 2XX
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class/In person	Instructor:	Professor John A. Winterdyk	First Day of Class:	May 13/24
Days:	May 13-17 (M-F); May 21-25 (T-S)	Email:	jwinterdyk@mtroyal.ca	Last Day to Add/Drop:	End of the First Day of Class
Time:	9 am to 12:30 pm	Phone:	N/A	Last Day to Withdraw:	End of the Last Day of Class
Room:	L2084	Office:	L2091	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 25/24

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:

NB: SOME OF THE CONTENTS OF THIS COURSE MAY BE TRIGGERING TO SOME AUDIENCES. DISCRETION IS ADVISED.

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 or third most profitable form of organized criminal activity. Yet understandings of human trafficking remain highly contested, and debates concerning morality, justice, citizenship, and sexuality frequently polarize explanations. Using a criminological and sociological lens, this course is designed to help students/learners critically examine and contextualize conflicting understandings of human trafficking and consider effective prevention and response modes.

Expected Learning Outcomes:

In this course on human trafficking, we emphasize thinking skills (in particular, the ability to understand the relevance of competing and evolving criminological and sociological theories), information access and retrieval research (e.g., the ability to locate information sources and 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:

Understanding: Learners will articulate the foundational concepts and theories to define, explain, and respond to human trafficking. (Exams, class lectures and discussions, and the Research Project).

Research: Learners will gather, read, interpret, summarize, and evaluate primary criminological and sociological data and research around human trafficking with particular attention to informing links between critical analysis, data, and the range of response protocols to the crime (In-class participation and discussion and the Research Project).

Analysis: Learners will synthesize and compare concepts, theories, and data as they relate to human trafficking to then analyze cultural, political, and faith-based impact(s) on individuals, political, and social implications as learners and more broadly within the context of Canada, and indirectly globally as this is a crime that knows no borders. (Exams, In-class lectures and discussions, and the Research Project).

Communication: Learners will showcase written and verbal communication skills grounded in clear argument and grammatical structure, logical and persuasive thesis formation and development, supportive evidence, and relevant ASA formatting (Exams, In-class lectures and discussion, and the Research Project).

Character: Learners will demonstrate their familiarity with and appreciation of the complexity, diverse perspectives, and range of responses (i.e., prevention, protection, prosecution, and partnership) in our efforts to combat human trafficking effectively and efficiently. Where appropriate, learners will be encouraged to contextualize their values and beliefs within the broader context within which the greater community attempts to address human trafficking (Exams).

Professional Competence: Learners will develop abilities in areas such as self-regulation, communication, critical thinking, data interpretation and presentation, and intercultural understanding (Exams, In-class lectures and discussions, and the Research Project).

Required Textbook:

Stickle, W., Hickman, S., & White, C. 2020. *Human Trafficking: A comprehensive exploration of modern day slavery*. SAGE Pub. ISBN: 978-1-5063-7503-8.

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 a small list of some key sources that learners may care to access. The journals can be accessed directly online, and the other related material may be found at the Ambrose University library. If not available, requests for inter-library loans may be considered. However, given the rich array of online sources shared throughout the semester, learners will have access to a wide array of material.

- *Anti-Trafficking Review* <https://antitraffickingreview.org/index.php/atrjournal> -- *The journal promotes a human rights-based approach to anti-trafficking. It explores trafficking in its broader context, including gender analyses and intersections with labour and migrant rights. They publish TWO issues per year.*

- *Journal of Human Trafficking* <http://www.tandfonline.com/loi/uhmt20> -- The journal publishes papers on human trafficking and contemporary slavery, including topics like child trafficking, forced marriage, labour and slavery, and debt bondage. They publish FOUR issues per year.
- **NOTE:** various journals have published Special Issues (usually involving the assistance of a guest editor) on a theme related to human trafficking. Therefore - when conducting research, explore beyond what is listed in this supplementary list.

**** Here is a list of specific sources that, depending on your interest, may be helpful/interesting. Those that are bolded are strongly suggested resource sources that learners may wish to access.**

National Strategy to Combat Human Trafficking 2019-2024. <https://www.publicsafety.gc.ca/cnt/rsracs/pblctns/2019-ntnl-strtg-hmnn-trffc/index-en.aspx> This link/source is rich with information about Canada's strategic plan to combat human trafficking. Public Service Canada prepared it. We will be referencing it throughout the course.

***Journal of Human Trafficking* (2024).** A special issue on the gaps in our efforts to combat human trafficking. Edited by John Winterdyk and Sheldon Zhang. Includes several full-length articles and several shorter articles from scholars around the world.

***Urban Crime: An International Journal.* (2022).** A special issue edited by John Winterdyk and Christina Zarafonitou with a collection of articles from around the world that examine human trafficking issues within an urban context.

***Justice Report* (2020).** Human trafficking – special issue. Vol. 34(2). Edited by John Winterdyk. Includes seven short articles and three student articles. Canadian publication.

***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.

Bales, K. 2012. *Disposable people: New slavery in the global economy.*

Brass, T. 1999. *Towards a Comparative Political Economy of Unfree Labour.* London: Cass.

Burke, M.C. 2013. *Human trafficking: Interdisciplinary perspectives.* NY: Routledge.

Ditmore, M. 2023. *Unbroken chains: The hidden role of human trafficking in the American economy.* Beacon Press.

Freidman, M. 2022. *Dancing in the light of the moon.* Freedom Pub.

Kooman, A. 2017. *She has a name.* Toronto: Playwrights Guide of Canada.

Lasocik, Z., Winterdyk, J., & van der Watt (eds.). 2022. Forced labour and child exploitation: Challenges, Perspective, and Social Context – Special Issue. *Archives of Criminology.*

Lee, M. 2011. *Trafficking and global crime control.* SAGE Pub.

Malloch, M. & Rigby, P. (eds.). 2017. *Human trafficking: The complexities of exploitation.* Edinburgh Un. Press.

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.

Purkayastha, B. & Yousaf, F. 2019. *Human Trafficking: Trade for Sex, Labor & Organs*. Polity Press.

Perrin, B. 2010. *Invisible chains: Canada's underground world*. Toronto: Viking Books.

Sarson, J. & MacDonald, L. (2021). *Women unsilenced: Our refusal to let tortured-traffickers win*. Friesen Press. This is a ground-breaking CDN authored book. The authors will speak to the class on May 22/24. You can also access this book through an audio version on audible and Kindle - Amazon. All the visuals are included in a PDF sheet accompanying the audio. A copy is available at Fish Creek Library and the Central Library in Calgary, and Friesen Press has an inexpensive e-book option.

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.

Course Schedule and Readings:

Tentative Course Schedule and Readings: As a tentative schedule, changes may occur over the semester as the instructor may have guest speakers.

NB: SOME OF THE CONTENTS OF THIS COURSE MAY BE TRIGGERING TO SOME AUDIENCES. DISCRETION IS ADVISED.

Week 1 (Monday – May 13th/24): 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 – May 15/24: 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 May 17/24: Victims and traffickers in context: The supply-demand nexus and 'ethical survivor involvement'

Reading: Chapter 4 & 5

Week 2 Monday May 20th - Victoria Day - holiday

Tuesday – May 21/24: Sex trafficking and Prostitution – sex work: Nexus and conflation – Should prostitution always be considered forced? Should prostitution be made illegal? What is meant by 'consent'? 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)

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

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

Friday: Examine response mechanisms and human trafficking responses in Canada.

- We also look at some of the gaps in our response to HT in Canada (additional article to be provided)

Saturday - May 25/24 - Last day of class: Wrap-up, review, and discuss final research project assignment (mini #5 optional).

Requirements and learner assessment:

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

1. Research project: Country Profile (total value 35% towards the final grade)

Learners will research a country (other than Canada and the United States) of their choice. The learner will prepare a written report in ASA or APA format whose text (excluding sources) does NOT exceed 3,500 words. (approx. 12-14 double-spaced pages – Arial or Times New Roman font 12 pitch). Your paper must be typed and not hand-written. You are welcome to confirm your country of choice with me, but it is not a requirement. If you do so, I will try to offer feedback and possible suggestions. But, since I am not familiar with all the countries and their relation/issues around human trafficking, my knowledge/support may be limited.

In your research paper, address the following items:

- Why did you choose the country of your choice? Be sure to offer an informed reply.
- Identify whether the country is a source, transit, or destination country. Be sure to provide evidence (published studies and informed data), investigating the extent of human trafficking in the country (Or a combination of these three?).
- If it is a source country, what are the *push* factors? Provide informed evidence.
- Draw on at least one of the theories covered in the course to explain the HT situation in the country.
- If it is a destination country, what are the *pull* factors? Provide informed evidence.

- What type(s) of trafficking occur there, drawing on the course material, readings, and external research, how might we explain, understand, and describe the nature and extent of trafficking in the country you are focusing on?
- What measures (if any) are being implemented to prevent/stop trafficking? Be sure to access/source informed sources and consider offering critical reflection on how the country is/is not responding to human trafficking.
- Has the country ratified the Palermo Protocol? If so, are there any issues that can contextualize the country's compliance with the Protocol?
- Does the country have any reservations or declarations?
- Does the country have any demand-reduction initiatives that focus on targeting the trafficker instead of the victim/survivor? This is a relatively new approach to combatting HT and the country you choose may not have any such programs. Either way, some reflective comments should be provided.
- Is it considered a Tier I, II, or III country? Explain/analyze?
- What are/might be the implications of the country's designated tier status? Briefly explain and analyze.
- How are trafficked persons/survivors treated? (Reflection period? Deportation? Opportunity for citizenship? Access to resources?)
- In your summary/conclusion, what issues and challenges did you learn about? Based on your research and critical thinking and reflection, is the country you choose doing a good job (why or why not)? What might the next steps for improving the country's response to human trafficking be?

Assessment criteria: Besides grading the content and rigour, you address all/most of the above points (approx. 85% of the grade, 10% will be allocated to format, structure, and compliance with either APA or ASA style format, and the final 5% will be allocated to your References, their 'richness,' currency, and proper citation. While it is anticipated that depending on which country you choose, you should strive to collect a minimum of 12-14 academic or official sources (e.g., government, NGOs, etc.). However, you are welcome to use more sources to further enliven your project.

Submission requirements: The research project/paper is to be emailed to the instructor (jwinterdyk@mtroyal.ca) no later than uploaded by **Friday, June 28, 2024**, at 4:00 pm. Late entry uploads will automatically lose 5% at 4:01 pm and 5% every day thereafter. Final grades will be posted no later than August 01, 2024. Only authorization from Academic Counselling will receive an extension determined by the instructor. (*Required learning competencies to be demonstrated: understanding, research, analysis, communication, character, and professional competency*).

NOTE: The instructor is available to respond to informed questions and conduct a 'light' review of your paper up until June 14th/24 at 4 pm. Thereafter, students/learners will need to support each other for any outstanding issues/questions.

2. **Mini-tests – total value 40% towards the final grade.** There will be 5 mini tests, each worth 10%. But 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 every 2-3 days of class. Therefore, it is essential to the learner's success to keep up with the reading assignments if they want to try and do well!

3. **Final exam (total value 25% towards the final grade):** The final take-home exam will consist of several short (max. 400 words) and medium (maximum 600 words) length essay questions relating to a specific topic/issue addressed in class

readings, guest speakers, and/or lectures covered throughout the semester. The exam will be emailed/posted around May 23rd/2024, so you can review and ask questions before classes are done.

The final take-home exam will be due seven days after the final week of classes (May 31st/24).

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 you will not attend 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 to avoid disturbing 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	Percentage	Grade Points
A+	Excellent	96% and above	4.00
A		91-95%	4.00
A-		86-90%	3.70
B+	Good	82-85%	3.30
B		75-81%	3.00
B-		72-74%	2.70
C+	Satisfactory	68-71%	2.30
C		63-67%	2.00
C-		60-62%	1.70
D+	Poor	56-59%	1.30
D	Minimal Pass	50-55%	1.0
F	Failure	Below 50%	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 the 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. The student must 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

150 Ambrose Circle SW, Calgary, AB T3H 0L5
T 403-410-2000 TF 800-461-1222
info@ambrose.edu
ambrose.edu

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 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. The provision of academic accommodation does not lower the university's academic standards 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 accommodation 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 accommodation is 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 supports 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 the Student Life office. Hours are 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.