

General Education Course Information Sheet*Please submit this sheet for each proposed course*

Department & Course Number

Law 98T

Course Title

Traversing the Landscape of Human Trafficking

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis
- Philosophic and Linguistic Analysis
- Visual and Performance Arts Analysis and Practice

X**Foundations of Society and Culture**

- Historical Analysis
- Social Analysis

XX**Foundations of Scientific Inquiry**

- Physical Science

With Laboratory or Demonstration Component must be 5 units (or more)

- Life Science

With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course examines human trafficking by framing it within historical, social, and economic contexts, requiring students to partake in historical and social analysis of the phenomenon. Moreover, this course will engage with the philosophical foundations of international human rights in order for student to critically assess human trafficking, thereby fulfilling the philosophic analysis subgroup.

3. List faculty member(s) who will serve as instructor (give academic rank):

Arifa Elizabeth Raza-Bayona, J.D. Candidate, UCLA Law; with Hiroshi Motomura, Professor, UCLA Law (as faculty mentor)

4. Indicate when do you anticipate teaching this course:

2014-2015

Winter

X

Spring

Enrollment

Enrollment

GE Course Units

5

5. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge	This course provides various theoretical and methodological perspectives for understanding human trafficking. It additionally asks students to engage with conflicting views on the topic, and to synthesize and critique work using the theories and methodologies they have been exposed to.
❑ Integrative Learning	Readings chosen for this course range from the humanities, social sciences, to law. By doing so, students will learn how to approach differing paradigms, at the same time synthesizing various research and literature on human trafficking.
❑ Ethical Implications	Human Trafficking, as a phenomenon to study and research inherently deals with vulnerable populations. Because of this, central to students learning will be to inform students of the ethical concerns and obligations associated with researching and working with victims/survivors of human trafficking.
❑ Cultural Diversity	Addressing issues of human trafficking inherently incorporates cultural diversity. Human trafficking is a global phenomenon, with specific economic, gender, and racial dynamics. Thus all class readings and discussions aim to understand these dynamics while at the same time highlighting how approaches to eliminate trafficking rests on common core principles of universal human rights.
❑ Critical Thinking	This course will strengthen students' intellectual skills by having them engage with differing and sometimes contradictory readings in order for them to assess them in a constructive way.
❑ Rhetorical Effectiveness	Class discussion will require student to engage in well reasoned thoughts and arguments, by first posing discussions questions and responding to them. Moreover, reflection papers will strengthen students ability to frame arguments and critiques of the readings in a well thought out, persuasive manner.
❑ Problem-solving	Students will actively engage in problem solving skills. Human trafficking is itself a global "problem" that scholars, lawyers, and activists have sought to solve. Students will interact with this problem solving challenge by partaking in exercises, which require them to assess laws, and come up with ways to change them to make them more effective in combating human trafficking.
❑ Library & Information Literacy	This course includes the production of a research paper. In researching their topic, students will strengthen their research ability by learning how to assess, and organize materials. Moreover, students will be introduced to researching international human rights law, thereby acquiring specialized knowledge and skills of what types of sources are acceptable, and what databases they can be found in.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>n/a</u>	(hours)
3. labs	<u>n/a</u>	(hours)
4. Experiential (service learning, internships, other):	<u>n/a</u>	(hours)
5. Field Trips:	<u>n/a</u>	(hours)

(A) TOTAL Student Contact Per Week **3** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1</u>	(hours)
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2. Reading	<u>6</u>	(hours)
3. Group Projects:	<u> </u>	(hours)
4. Preparation for Quizzes & Exams:	<u> </u>	(hours)
5. Information Literacy Exercises:	<u> </u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)
7. Research Activity:	<u>3</u>	(hours)
(B) TOTAL Out-of-class time per week	12	(HOURS)
GRAND TOTAL (A) + (B) must equal at least 15 hours/week	15	(HOURS)

UG-Law 98T
Traversing the Landscape of Human Trafficking

Contact Info

Instructor: Arifa E. Raza-Bayona

Email: raza2015@lawnet.ucla.edu

Office hours: tbd

Human trafficking has been classified as the third most profitable crime in the world. The United Nations finds that human trafficking involves “an act of recruiting, transporting, transferring, harboring or receiving a person through a use of force, coercion, or other means, for the purpose of exploiting them”. Spanning various industries, trafficking victims find themselves working in sex, manufacturing (sweatshops), agriculture (farm work), and service (domestic work) industries globally.

At the international level, the United Nations has sought to respond to human trafficking beginning in 2000 by creating the first international protocol that not only recognizes the gravity of the crime of trafficking but also establish an international standard by which to define it. At the same time, many countries, such as the United States, began drafting and implementing their own legislation to respond to human trafficking as a crime and also to respond to victims of trafficking. Nonetheless, because trafficking is a difficult crime to detect, involving multiple factors, including social, economic, gender, race, and national origin, it is among the most difficult to effectively end.

This seminar seeks to map out the terrain for understanding this diverse and complex phenomenon, covering key social, economic, political and legal issues as they relate to human trafficking. Students will critically engage and navigate international human rights law as both a theory and a legal regime, and examine how the United States has responded to issues of trafficking. Because this subject covers sensitive topics, students are reminded to be mindful and respectful towards everyone (including other students, the instructor, and guests).

Class Structure: This class will be run like a graduate seminar, in which students take the lead in discussing, synthesizing, and critiquing the readings. Ideally the first half of the class will be devoted to understanding the materials read. Once everyone has a handle on the material, the second half of the class will engage the discussion questions, provide critiques of the readings, and offer differing points of view. In addition to this format, students will also engage in class projects, and have opportunities to work on their research projects in class, including peer reviews.

Grading

Students will be graded on the quality of their response papers, final paper, and final presentation

- Participation (20%)
- 5 Reflection papers (20%)
- Paper Presentation (10%)
- Final Paper (50%)

Participation: Will be based on weekly preparedness broken down as follows:

- Having done the reading and engaging in class discussion (5%)
- Class Moderator: At the beginning of the quarter students will sign-up to be the discussion leader for a chosen week. This includes providing an overview of the reading and providing questions for the group. Students can be creative and offer PowerPoint presentations, include clips or anything else that will engage the group and help to understand the material better. (10%)
- Discussion Questions: Students will be prepared with discussion questions for the group based on the reading, and/or how it relates to their research project. 3 questions minimum. Questions can go to the theoretical or methodological framework an article takes, how it relates to other issues we have discussed, or how it interacts with its paired readings. (5%)

Reflection Papers: Students will write 5 reflections papers that synthesize what they have read, and pull out any tensions, conflicts, or confusions they found in the readings. The reflection papers are also an opportunity for students to relate the reading to their own ideas for their research paper. Papers must be at minimum 2 pages.

Paper Presentation: On the last day of class students will present their research paper. Presentations should be 10 minutes. Students can present their paper in any form, including a reading, or power point presentation.

Final Paper: Students will write a 12-15 page research paper on a topic related to human rights and (im)migration (topics can include work on refugees, asylum seekers, seasonal migrants, undocumented immigrants etc). Papers will be due during finals week. Paper will include 15-20 sources at minimum, and be in APA citation style. Students will be given a grading rubric and checklist for further information. Important deadlines are as followed:

- Week 4: Paper topic due. Note that you should also provide at least 5 potential sources.
- Week 6: Abstract and outline of paper due. During the second half of class, students will be working collaboratively to get comments on their paper.
- Week 8: Drafts of paper due. Instructor will provide feedback by the following week.

Laptop policy

The instructor retains the right to restrict the use of laptops/notepads if it becomes distracting to the class. Please remember seminar time is not social media time.

Class Roadmap

This class is divided into three units. The first unit lays out the international framework from which to understand human trafficking. We begin our exploration into human rights by understanding the evolution and normative framework of IHRL, as well as its philosophical underpinnings. We move on to discuss some of the critiques and critical perspectives of IHRL.

CUTF Draft Syllabus

The last part of unit turns to human trafficking, how it is defined in the IHRL, and how scholars and advocates have sought to conceptualize it. With this background, we will be able to better assess U.S. responses to human trafficking, which we take up in the second unit. Unit two looks at the legal responses to human trafficking in the U.S. by looking at the actual laws that provide relief to trafficking victims. We also look at the debate over the effectiveness of these laws in combating human trafficking. We end the unit by assessing whether the U.S. approach to human trafficking exceeds, meets, or fails, the protections called for by IHRL. In this unit we will also discuss the role of framing human trafficking in developing law and policies. In the final unit we will look at perspectives that seek to problematize how we think, talk, and respond to human trafficking.

PART I. LAYING OUT THE FRAMEWORK

Week 1: Introduction to International Human Rights law (IHRL)

- Henry Steiner and Philip Alston, *International Human Rights in Context*, pp. 3-52.
- Jack Donnelly, *Universal Human Rights in Theory and Practice*, pp 9-45.
- Universal Declaration of Human Rights

Week 2: Critical perspectives on IHRL

Training by Law Librarian on researching international human rights law (tbd)

- David Kennedy, “The international human rights movement: part of the problem?” *Harvard Human Rights Journal* 14 (2002) 101-26.
- Costas Douzinas, *Human Rights and Empire: The political philosophy of cosmopolitanism*. (2007) (select pages)
- Randall Williams, *The Divided World: Human Rights and its Violence* (2010) (select pages)

Week 3: Human Trafficking in IHRL

- UN Convention against Transnational Organized Crime
- Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children
- Protocol against the Smuggling of Migrants by Land, Sea and Air
- UN Office of the High Commissioner for Human Rights, *Recommended Principles and Guidelines on Human Rights and Human Trafficking* (2010) (select sections)

Week 4: Theoretical Models for Understanding Human Trafficking

Paper topic due

Note this class explores different ways to understand human trafficking in its current form.

- Karen Bravo. “Exploring the Analogy between modern Trafficking in Humans and the Trans-Atlantic Slave Trade”. *Boston University International Law Journal* 25 (2007): 207-295.
- Yasmine A. Rassam. “International Law and Contemporary Forms of Slavery: An Economic and Social Rights-Based Approach.” *PA Penn State Law Review* 23(2005): 809-855.

CUTF Draft Syllabus

- Tanja Bastia. “Stolen Lives or Lack of Rights? Gender, Migration and Trafficking”. *LABOUR, Capital and Society* 39(2006)21-49.

PART II. THE UNITED STATES RESPONSES TO TRAFFICKING

Week 5: Human Trafficking in the United States- an Introduction

Guest Speaker tbd

- T.K. Logan, and Robert Walker. “Understanding Human Trafficking in the United States”. *Trauma Violence & Abuse* 10 (2009): 3-30.
- Jeremy M. Wilson, and Erin Dalton. “Human Trafficking in the Heartland, Variations in Law Enforcement Awareness and Response”. *Journal of Contemporary Criminal Justice* 24(2008): 269-313.

Week 6: Domestic Approaches to Human Trafficking- TVPA and Immigration Law

Work shopping research papers. Students will bring abstract and outline for review and peer comments.

- 8 C.F.R. § 214.11 “Alien victims of severe forms of trafficking in persons.”
- Terry Coonan. “Anatomy of a Sex Trafficking Case”. *Intercultural Human Rights Law Review*, 5(2010): 313-357.
- Patricia Medige. “The Labyrinth: Pursuing a Human Trafficking Case in Middle America”. *Journal of Gender, Race, and Justice*, 10(2007): 269-287.

Week 7: Effectiveness of the Law in Combating Human Trafficking

In-class project- student will work in teams to compare the UN definition of Human Trafficking to that of the US. What are the pros and cons of each definition? Students will draft a language/definitions that brings US law more in line with IHRL.

- Diana Francesca Haynes. “(Not) Found Chained to a Bed in a Brothel: Conceptual, Legal, and Procedural Failures to Fulfill the Promise of the Trafficking Victims Protection Act”. *Georgetown Immigration Law Journal* 21(2007): 337-381.
- Kathleen Kim, and Kusia Hreshchshyn. “Human Trafficking Private Right of Action: Civil Rights for Trafficked Persons in the United States”. *Hastings Women’s Law Journal* 16 (2004): 1-36.

Week 8: Framing Human Trafficking

Drafts of final paper due

- Carolyn Holyle, Mary Bosworth, and Michelle Dempsey. “Labeling the Victims of Sex Trafficking: Exploring the Borderland between Rhetoric and Reality”. *Social & Legal Studies* 20 (2011): 313-329.
- Girish J. Gulati. “News Frames and Story Triggers in the Media’s Coverage of Human Trafficking”, *Human Rights Rev* 12(2011): 363-379.
- Jayashri Srikanthiah. “Perfect Victims and Real Survivors: The Iconic Victim in Domestic Human Trafficking Law”. *Boston University Law Review* 87(2007): 157-211.

PART III. THE WAR ON TRAFFICKING OR WAR ON MIGRANTS?**Week 9: Human Trafficking as Immigration Control**

Drafts returned to students with comments

- Maggy Lee. “Human Trafficking and Border Control in the Global South”. In Katja Franko Aas, and Mary Bosworth (ed), *The Borders of Punishment: Migration, Citizenship, and Social Exclusion*, Oxford University Press (2013).
- Maggy Lee. “Transnational Policing in Human Trafficking”, in *Trafficking and Global Crime Control*, Sage Publications (2011).

Week 10: Rethinking Human Trafficking

In-class presentations

- Maggy Lee. “Rethinking Human Trafficking”, in *Trafficking and Global Crime Control*, Sage Publications (2011)



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New Course Proposal

Law Undergraduate 98T Traversing Landscape of Human Trafficking

Course Number Law Undergraduate 98T

Title Traversing Landscape of Human Trafficking

Short Title HUMAN TRAFFICKING

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred.

Course Description Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Major theoretical and practical considerations that drive human trafficking and responses to it at both national and international level, with exposure to international human rights law and U.S. immigration law. Letter grading.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows.

Syllabus File [UG-Law 98T syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Professor Hiroshi Motomura is the faculty mentor for this seminar.

Grading Structure Participation (20%)
5 Reflection papers (20%)
Paper Presentation (10%)
Final Paper (50%)

Effective Date Winter 2015

Discontinue Date Summer 1 2015

<u>Instructor</u>	Name	Title
	Arifa Elizabeth Raza-Bayona	Teaching Fellow

Quarters Taught ☐ Fall ☐ Winter ☐ Spring ☐ Summer

Department Law

<u>Contact</u>	Name	E-mail
	CATHERINE GENTILE	cgentile@oid.ucla.edu

Routing Help

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704

Status: Added to SRS on 7/31/2014 1:21:21 PM

Changes: Title, Requisites, Description

Comments: Edited course description into official version; corrected title and requisite box.

Role: Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441

Status: Added to SRS on 6/30/2014 2:15:18 PM

Changes: Short Title

Comments: No Comments

Role: FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 6/12/2014 11:37:10 AM

Changes: No Changes Made

Comments: Routing to Doug Thomson in the Registrar's Office.

Role: FEC Chair or Designee - Upton, Dell (DUPTON@HUMNET.UCLA.EDU) - 68370

Status: Approved on 6/11/2014 1:47:14 PM

Changes: No Changes Made

Comments: No Comments

Role: FEC Chair or Designee - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 6/2/2014 4:07:41 PM

Changes: No Changes Made

Comments: Routing to Dell Upton for FEC approval.

Role: CUTF Coordinator - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998

Status: Approved on 5/19/2014 4:37:58 PM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, chair, Collegium of University Teaching Fellows Program Faculty Advisory Committee

Role: Initiator/Submitter - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998

Status: Submitted on 5/19/2014 4:37:08 PM

Comments: Initiated a New Course Proposal

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