

WGSS 601: Capstone Research Seminar

*Critical Approach to Human Trafficking*

Spring 2016: Thursday 9:30-12, 329 Blake

Dr. Akiko Takeyama  
<[takeyama@ku.edu](mailto:takeyama@ku.edu)>  
Office: 611 Fraser  
Phone: 864-2645

Office Hours: Thursday 8:00 – 9:30 a.m. (or by appt.)

**COURSE DESCRIPTION**

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This seminar examines issues surrounding human trafficking on a global scale by employing a variety of interdisciplinary and critical approaches. Growing interest in the topic has generated diverse narratives and debates. Some scholars approach the issues as modern day slavery, organized crime, or forced labor. Others equate human trafficking to prostitution and focus on sex trafficking. Others problematize the violation of human rights and try to speak for the “victims.” And yet, a handful of critical scholars and activists point out that the actual voices of men and women, who are involved in human trafficking, are largely silenced in the dominant narratives of “rescuing” the victims, especially when they are from the global South.

Instead of taking all these different claims and approaches at face value, we will explore the ways that the differences emerge in theories and methods. We will do so by self-reflexively examining sociohistorical contexts, moral values, and conflicting interests in political, legal, and economic practices when both the crime and the victims are often invisible and the whole picture is unknown. Thus, this course critically explores in-congruencies in the existing analytical categories and tackles such concepts and practices as human agency, structural violence, and economic exploitation in everyday lives.

**Aim**

The purpose of this seminar is to develop one’s own research in order to contribute to existing scholarship, professional practices, public policy, and/or activist conversations. As such, we will discuss major themes, theories, and research methods from our course readings and materials. Students are expected to identify the most suitable research questions, methods, and theories for writing their own original research papers at the end of the semester.

**Class Format**

Weekly in-class lecture and discussion  
Weekly online blog entry  
Symposium-style peer evaluation of final papers

**REQUIREMENTS AND GRADING**

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This course employs the grading system of A, B, C, D plus and minus, as well as F.

- 1) Attendance/Participation ..... 20%
- 2) Discussion facilitation ..... 20%
- 3) A 15-20 double-spaced page paper ..... 40%
- 4) Response paper and symposium discussant ..... 20%

**1) Attendance/Participation (20%)**

Attendance and participation are mandatory. Besides simply being physically present, you are tasked with the following:

- ❖ By 8 p.m. on Monday, all students must post a weekly blog entry through Blackboard’s “Discussion Wiki.” Your blog must contain:
  - a) A brief summary of the coming week’s reading(s), i.e., the main question and argument, method and evidence the author uses, and significance of the piece;
  - b) Critique (strengths and shortcomings);
  - c) At least one quotation and how it inspired you to think about your own research in a new way;
  - d) Address how the current readings relate to previous weeks’ readings;
  - e) Three discussion questions that should provoke engaging discussions. (The questions need to be closely related to the week’s reading materials, pointing out what is particularly interesting, provocative, puzzling, or worthy of discussion).

**2. Discussion Facilitation (20%)**

Each student will sign up to facilitate one discussion section. As a discussion facilitator, you are required to do the following things:

- ❖ **Before/During Discussion**
  - You are asked to briefly review your classmates’ blogs and determine what other students are most interested in and what kinds of difficulties they seem to be having regarding that week’s readings. Also, please generate a handful of discussion questions based on other students’ discussion questions as well as your own. Good questions are well contextualized in relation to the assigned readings and/or social events.
  - The facilitator is then expected to briefly introduce the author(s) of the assigned reading(s) and summarize the readings. Please report on what was well understood and what kinds of challenges some students (or the class as a whole) faced as outlined above. Also point out some specific quotes or passages from the reading (s) worthy of close reading, or careful examination, in relation to other weeks’ readings.
  - At this point, the discussion facilitator is to introduce the questions s/he has prepared for the in-class conversation.
- ❖ **After Class**
  - By 8 p.m. on the next Monday, you are asked to write a 300-word postscript and post it at the end of the Monday after your assigned week through the Blackboard’s “Discussion Wiki.” In the postscript, you are expected to address:

- a) What was the most useful part of the discussion that deepened your understanding of the assigned text;
- b) How useful was the discussion in regards to answering your specific questions/aiding in the development of your own ideas about particular aspects of human trafficking as you plan to use them in your final paper;
- c) What kinds of further questions you now have.

### 3. Final Paper (40%)

Students are expected to write a 15-20 page, double-spaced paper. You are also required to submit the following additional documents.

- a) A proposal for your paper on March 3 in class (3 double-spaced pages including preliminary bibliography)
- b) Sign-up for a brief discussion with the instructor about your paper (the week of March 7)
- c) A methodology section of your paper on April 7 in class (3 double-spaced pages)
- d) A final paper draft submission by 8 p.m. on April 24 (Sunday) through Blackboard's "Symposium (1)" if you signed up for that session and by 8 p.m. on May 1 (Sunday) through Blackboard's "Symposium (2)" if you signed up for the other session.
- e) **Final paper is due by Midnight on May 10.** Please submit your paper in electronic form to SafeAssign via the Blackboard (go to the "Assignments" folder to upload); Safe Assign is a plagiarism software. You will not get credit for your paper unless you upload to SafeAssign by the due date so make sure you do this.

### 4. Response Paper and Symposium Discussant (20%)

We will have a semi-formal presentation of the final papers. A discussant will be pre-assigned to another student's paper.

#### ❖ Before Symposium

A symposium discussant is asked to write approximately 1,000-words in response to the assigned paper. In the response, you need to:

- a) reiterate what is the main point/argument of the paper, what evidence and method the author employs, and the significance of the argument;
- b) critique the paper by addressing what works and what does not to make the argument convincing [go deeper than just pointing out what is missing];
- c) pick one or two passage(s) that have inspired you to think differently or that does not make sense to you; and
- d) provide some constructive suggestions to fix problems and improve the paper by referring to particular readings, discussions, and other resources.

#### ❖ At the Symposium

Please bring two copies of your discussant paper to the class (one is for the instructor and the other is for the author of the paper). You are expected to present your discussant paper (about 10 minutes), while the author is listening to your response, and then facilitate a following Q&A (another 10 minutes).

During the discussant's presentation at the symposium, the author remains silent to carefully listen to the discussant. Afterward, the author will make a choice whether to respond to some of the issues/questions that the discussant raised or take more comments and questions from the floor during the 10-minute Q&A session.

During the symposium weeks, other students are asked to read the presenters papers and prepare for an active Q&A session for each of your fellow students.

## **REQUIRED TEXTS**

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1. Brennan, Denise. 2014. *Life Interrupted: Trafficking into Forced Labor in the United States*. Durham: Duke University Press.
2. Doezema, Jo. 2010. *Sex Slaves and Discourse Masters: The Construction of Trafficking*. London; New York: Zed Books; Distributed in the USA exclusively by Palgrave Macmillan.
3. Hesse-Biber, Sharlene N. 2013. *Feminist Research Practice: A Primer*. Thousand Oaks: Sage Publications.
4. Limoncelli, Stephanie A. 2010. *The Politics of Trafficking: The First International Movement to Combat the Sexual Exploitation of Women*. Stanford, Calif.: Stanford University Press.
5. Parrenas, Rhacel S.. 2011. *Illicit Flirtations: Labor, Migration, and Sex Trafficking in Tokyo*. Stanford, CA: in Tokyo. Stanford, CA: Stanford University Press.
6. Suchland, Jennifer. 2015. *Economies of Violence: Transnational Feminism, Postsocialism, and the Politics of Sex Trafficking*. Durham: Duke University Press.

All other readings are available on the Blackboard (under "Course Materials").

## **WEEKLY SCHEDULE**

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### **1. JANUARY 21 – INTRODUCTION**

- Course overview and goals
- Sign-up for discussion facilitation
- Self-introduction and possible individual projects

### **2. JANUARY 28 – FEMINIST RESEARCH IN GENERAL**

- Hesse-Biber *Feminist Research Practice*
  - Ch1 "A Re-Invitation to Feminist Research" (p.1-14)
  - Ch2 "Feminist Empiricism and Standpoint Theory" (p. 14-41)
  - Ch3 "Feminist Postmodernism, Poststructuralism, and Critical Theory" (p. 42-72)

### **3. FEB. 4 – BASICS OF HUMAN TRAFFICKING**

- Bales, Kevin. "International Labor Standards: Quality of Information and Measures of Progress in Combating Forced Labor." *Comparative Labor Law* 24.2 (2004): 321–64.
- Shelley, Louise. 2011. "Ch7: An International Trafficking: An Important Component Transnational Crime." P. 135-151. In Okubo, Shiro, and Louise I. Shelley. 2011. *Human Security, Transnational Crime and Human Trafficking: Asian and Western Perspectives*. Milton Park, Abingdon, Oxon; New York: Routledge.

- Kempadoo, Kamala. 2012. "Introduction." P. vii-xlii. In Kempadoo, Kamala, Jyoti Sanghera, and Bandana Pattanaik. 2012. *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work, and Human Rights*. 2nd ed. Boulder, Colo.: Paradigm Publishers.

Recommended

- Parreñas, Rhacel Salazar, Maria Cecilia Hwang, and Heather Ruth Lee. 2012. "What Is Human Trafficking? A Review Essay." *Signs*. 37 (4):1015-1029.

**4. FEB. 11 – CRITICAL ANALYSES OF DISCOURSES**

- Doezema, Jo. 2010. *Sex Slaves and Discourse Masters*

**5. FEB. 18 – CROSS-CULTURAL AND HISTORICAL ANALYSIS**

- Limoncelli, Stephanie A. 2010. *The Politics of Trafficking*

**6. FEB. 25 – CRITIQUE OF (NEO)LIBERAL FRAME**

- Suchland, Jennifer. 2015. *Economies of Violence*

**7. MARCH 3 – METHODOLOGY (1)**

- Hesse-Biber, Sharlene N. 2013. *Feminist Research Practice*
  - Ch5 "What Is Feminist Ethnography" (p. 107-144) 40pg
  - Ch6 "Feminist Practice and Community Research (p. 145-181) 35pg
  - Ch7 "Feminist Approaches to In-Depth Interview (p. 182-232) 50pg
  - Ch8 "The Practice of Feminist Focus Groups" (p. 233-262) 30pg

<b>MARCH 17 - SPRING BREAK</b>
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**8. MARCH 10 – METHODOLOGY (2)**

- Hesse-Biber, Sharlene N. 2013. *Feminist Research Practice*
  - Ch9 "Feminist Media Research" (p. 264-295) 30pg
  - Ch10 "Feminist Survey Research (p.296-332) 35pg
  - Ch12 "Feminist Approaches to Mixed Method Research (p. 363-388) 15pg
  - Ch13 "Putting Together Your Research Project" (p. 389-413) 20pg

**9. MARCH 24 – WRITING A RESEARCH PAPER**

- TBA

**10. MARCH 31 – INSTRUCTOR OUT OF TOWN**

(Library/Writing Center Session)

**11. APRIL 7 – CASE STUDY (1)**

- Methodology Section Due in Class!
- Parreñas, Rhacel S. 2011. *Illicit Flirtations*

**12. APRIL 14 – CASE STUDY (2)**

- Brennan, Denise. 2014. *Life Interrupted*

### 13. APRIL 21 – WRITING WEEK

### 14. APRIL 28 - SYMPOSIUM (1)

- Symposium Paper Submission Due on 8 p.m. on April 24 (Sunday)!

### 15. MAY 5 - SYMPOSIUM (2)

- Symposium Paper Submission Due on 8 p.m. on May 1 (Sunday)!
- Final Paper Submission Due on Midnight May 10 (Tuesday)

## IMPORTANT NOTES

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### Course policy

Any behavior that disturbs class lectures and discussion (e.g., the use of cell phones, Internet surfing, sleeping, chatting, absent mindedness, and non-participatory attitudes) must be refrained from. Please respect the best teaching/learning environment for your instructor and classmates.

### Academic Misconduct and Plagiarism

All cases of academic misconduct and plagiarism will be reported to the proper University authorities. If you are found to be plagiarizing another person's work, you will **AUTOMATICALLY RECEIVE A GRADE OF "F" FOR THE COURSE**. Plagiarism means intentionally or unintentionally using someone else's idea and work without proper acknowledgement or citation. Someone else's idea includes your group members'. Please refer to the KU's "University Senate Rules and Regulations" (Section 6. Academic Misconduct under the Article II. Academic Work and its Evaluation at <https://documents.ku.edu/policies/governance/USRR.htm>).

### Technical Support

If you need any technical support relating to the Blackboard system, please contact KU's Blackboard Learn at [blackboard.ku.edu](http://blackboard.ku.edu) or (785) 864-2600.

### Students with Disabilities

The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is (785) 864-2620. Information about their services can be found at [disability.ku.edu](http://disability.ku.edu).