

We are here, on the traditional homelands of the Ho-Chunk, a place their nation has called Teejop since time immemorial. In this class, we respect the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

**GWS533 Special Topics in Women's Health
Gender and Health in the Context of Human Trafficking and Migration**

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Office hours, time and location: TBA

COURSE DESCRIPTION: (three credit-course)

The credit standard for this course is met by an expectation of a total of 135 hours of student learning activity with the courses learning activities (45 hours per credit), which include reading, writing, discussions, studio time, and other student work as described in this syllabus.

This course will take an interdisciplinary approach to understand gender and health in the context of domestic and international labor and sex trafficking. Human trafficking is a complex social and public health problem, heavily influenced by migration, with multiple contributing factors largely rooted in intersecting inequities in gender, sex, sexual orientation, gender identity, power, class, opportunity, education, culture, politics, and race among other factors. In this course we will be using a public health lens to understand the physical and psychological health consequences, as well as the emotional and spiritual trauma experienced by victims of human trafficking. In addition, we will also learn how to develop ideas to solve this human rights and public health challenge. Although public health will be the discipline that informs our learning of human trafficking, the aim of this course is to provide students with a holistic understanding of the health and wellbeing challenges associated to labor and sex trafficking drawing from interdisciplinary sources and presenting a variety of perspectives. We will analyze human trafficking as part of a spectrum of interrelated violence and systemic inequities that are influenced by multiple social determinants of health. In this course, we will use an approach that is grounded in a victim-centered, culturally relevant, evidence-based, gender-sensitive, trauma-informed perspective that includes the essential components of prevention and detection of trafficking and treatment of trafficking-related health conditions; we will also discuss different identification approaches from a variety of geographical locations.

In order to understand the issues of the course and also to elevate the experiences and voices of victims and survivors of human trafficking, we will heavily rely on life stories, drawing upon the lived experience, leadership, wisdom, and courage of these remarkable human beings.

Warning:

This course will require students to keep an open mind. We might be confronting some difficult situations that deal with sexual violence and that may be emotionally triggering. Please talk to Professor Alonso at any point. It is important to take care of ourselves and we will do that during the course, at any time that is needed, and hopefully before is needed.

General Learning Objectives:

- Examine the relationship and distinction between sex trafficking and sex work
- Define human trafficking in historical and geographical contexts, and gain an understanding of the scope and magnitude of human trafficking, both domestically and internationally
- Understand the relationship of human trafficking and migration
- Define human trafficking according to the US Trafficking Victims Protection Act of 2000 and according to international conventions
- Recognize and articulate the various forms of human trafficking and modern day slavery in the world today
- Learn key terminology associated with human trafficking
- Identify factors associated with human trafficking – the “push and pull” factors
- Recognize the roles of various disciplines, organizations and professionals working on anti-trafficking efforts
- Identify elements of trafficking prevention in countries of origin and destination
- Identify and assess the role of civil society actors in combating human trafficking
- Identify and assess critical challenges in eradicating human trafficking in a global society

Specific Learning Objectives:

- Understand the physical and psychological health consequences of trafficking
- Study the role of public health, and of health care in general, in human trafficking
- Understand sex trafficking in the context of patriarchal capitalism and globalization, and in the general context of other forms of human trafficking
- Understand the interconnectedness of multiple systems of inequality and injustice
- Understand sex trafficking from the perspective of the victim and the multiple needs of survivors

Required Readings:

All required readings will be available through CANVAS. The information posted online will NOT be distributed in class. It is your responsibility to check CANVAS for readings, activities, extra materials and updates.

COURSE REQUIREMENTS AND GRADING POLICY

Attendance:

Students are expected to attend all lectures (attendance sheet will be signed every lecture). If you must be absent from lecture due to illness, religious observance, or family emergency, please inform the professor and obtain the lecture notes from a classmate. **It is your responsibility to get the notes for any lectures that you miss.**

Reaction to Lecture: More specific guidelines will be provided

Discussion and participation: Class sessions will involve discussions, student presentations, in-class exercises, lectures (including guest lecturers), and films. Active participation in class discussion is required and essential for the success of the class. For the required readings, students might be asked to prepare discussion questions in advance and use them as a guide for facilitating class discussions. Students are expected to regularly attend class and complete all assigned readings in advance of lecture in order to facilitate discussion.

Team Work Group Presentation: More specific guidelines will be provided

Final paper: Research or Analysis paper on any topic related to **Gender and Health in the Context of Human Trafficking and Migration** (10-15-pages; 20-25 pages for grad students; not including bibliography page). The topic could be either a domestic U.S. issue or an international issue that focuses on any community or region.

Letter Grades will be based on the following scale:

A 93-100	C 70-77
AB 88-92	D 65-69
B 83-87	F under 65
BC 78-82	

Late, Missed, or Incomplete Work: **Except for reasons beyond your control such as serious illness or emergency, your grade will be reduced each day an assignment remains incomplete or not turned in. After a week, we will not accept late, incomplete, or missed work, and you will receive an "F" for that portion of your grade.**

Incomplete grades will not be given EXCEPT in situations of serious illness or family emergency, which must be documented.

General Course Grading and Important Dates:

Reaction to Lecture	25%	Thursday October 31 ST (digital and hard copy)
Attendance, Discussion and Participation	25%	On-going, every Tuesday and Thursday
Team Work group presentation	25%	During the semester; Dec. 3, 5 and 10
Final Research Paper	25%	(Digital copy in CANVAS and hard copy in my office before Friday Dec. 20 at noon)

STUDENTS RESPONSIBILITY

Course Material:

For exams, students will be held responsible for all material covered in lectures, readings, additional materials (e.g., CANVAS posts), and class discussions. Attending lecture is the best way to know what materials will be most important for you to focus on in your studying. All required readings must be completed BEFORE lecture and discussion. Films shown in lecture are considered instrumental to the class and will be included on exams.

Cell phones, computers and other devices:

- Please turn your phone off as soon as you enter the classroom.
- Computers are allowed in lecture for note-taking purposes and if approved by Professor Alonso (sign the contract in Appendix if you intend to use your laptop or tablet during lecture). Coming to lecture means paying attention, taking notes, and challenging your own way of thinking. If you come to class and engage in Facebook, Twitter, Instagram, email, online shopping and so on instead of paying attention to the lecture, you are not only wasting your own time, but you are also showing disrespect toward your professor and your classmates.

The instructor retains the right to prohibit the use of computers in class for ALL GWS533 students if disrespectful behavior of using computers during lecture for non-academic purposes is witnessed.

Lecture Etiquette:

- Please arrive before class begins. Students who arrive late can be terribly distracting to others in the class, including the professor.
- Do not talk during lecture, videos, presentations, etc. Talking distracts others around you.
- At the conclusion of lecture, please do not close your books, move chairs or writing table, stand up, or start talking before the instructor is done talking.

Accessibility: “No otherwise qualified person with a disability in the United States shall, solely by the reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance” (Section 504 of the Rehabilitation Act of 1973). The University of Wisconsin-Madison complies with all applicable federal and state non-discrimination law and supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life.

Please let us know if you require any alternative accommodations or if you have any accessibility concerns that may affect your performance in this course. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Plagiarism and Academic Misconduct: Plagiarism means presenting the words or ideas of others without giving them credit. It is your responsibility to learn what constitutes plagiarism and the correct rules for citing sources. In general, if your paper implies that you are the author, the ideas and words must be your own. If you use someone else's exact words, they should be enclosed in quotation marks with the exact source listed. Please, refer to the Dean of Students' web page for further information:

www.wisc.edu/students/amsum.htm

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.”

Week 1
<p>Thursday September 5 Getting Started, introductions, why this course? Human trafficking survey for students in groups of three No readings for this week</p>
Week 2
<p>Tuesday September 10 and Thursday September 12 General notions on Human Trafficking Debates on sex work and sex trafficking. Feminism(s) and prostitution. CATW (Coalition Against Trafficking in Women), GAATW (Global Alliance Against Trafficking in Women), NSWP (Global Network of Sex Work Projects): competing paradigms for thinking about sex work and trafficking.</p> <p><u>Readings:</u></p> <p>-APA (American Psychology Association) <i>Report of the Task Force on Trafficking of Women and Girls</i>, 2014</p>

-Menon, Blaine et al. *Informing Human Trafficking Clinical Care Through Two Systematic Reviews on Sexual Assault and Intimate Partner Violence*, Journal of Trauma, Violence and Abuse, 2019.

-Dovydaitis, Tiffany and Ruth L. Kirschstein, *Human Trafficking: The Role of the Health Care Provider*. Journal Midwifery Women's Health. 2010

Week 3

Tuesday September 17 and Thursday September 19

Domestic trafficking

Readings:

-Kennym, Maureen and Claire Helpingstine. *Increasing Child Serving Professionals' Awareness and Understanding of the Commercial Sexual Exploitation of Children*, in Journal of Child Sexual Abuse, February 2019

-Gibbs, Deborah et al. *Child Labor Trafficking within the US: A First Look at Allegations Investigated by Florida's Child Welfare Agency*, Journal of Human Trafficking April 2019

Week 4

Tuesday September 24 and Thursday September 26

Domestic Trafficking, LGBTQ+

Readings:

-Martínez, Omar and Guadalupe Kelle. *Sex Trafficking of LGBT Individuals: A Call for Service Provision, Research, Int Law News*. 2013; 42(4)

-<https://www.globalcitizen.org/en/content/transgender-women-trafficking-victims-brazil/>
These Trans Women Are Helping Rescue Trafficking Survivors in Brazil

-Saenz, Richard et al. *The Impact of the Trump Administration's Federal Criminal Justice Initiatives on LGBTQ People & Communities and Opportunities for Local Resistance*, A Report by the National LGBT/HIV Criminal Justice Working Group¹ Center for Research on Women, 2017

Week 5

Tuesday October 1 and Thursday October 3

Domestic Trafficking

Immigration and Trafficking in the United States

Readings:

-Armstrong, Stephanie, *Preparedness to Identify and Care for Trafficked Persons in South Carolina Hospitals: A State-Wide Exploration*, Research Gate, May 2019

-Office of Justice Assistance, *Wisconsin Human Trafficking Protocol & Resource Manual*, May 2012

Week 6

Tuesday October 8 and Thursday October 10

Immigration and Trafficking in the United States

Readings:

-Abubakar, Ibrahim et al. *The UCL–Lancet Commission on Migration and Health: the health of a world on the move*. The Lancet Commission, December 2018

-Väyrynen, Raimo, *Immigration, Human Trafficking, and Organized Crime*. Discussion Paper No. 2003/72Illegal UN University October 2003

Week 7

Tuesday October 15 and Thursday October 17

Immigration and Trafficking Worldwide

Readings:

-United States Department of State, *Trafficking in Persons Report: Nigeria, 2018*
<https://www.refworld.org/docid/5b3e0ab6a.html>

-Carling, Jørgen, *Trafficking in Women from Nigeria to Europe*, International Peace Research Institute, 2005

-Human Rights Watch, *“You Pray for Death” Trafficking of Women and Girls in Nigeria*, 2019

Week 8

Tuesday October 22 and Thursday October 24

Immigration and Trafficking Worldwide

Readings:

-Correa-Cabrera, Guadalupe, *Trafficking in Persons Along Mexico’s Eastern Migration Routes: The Role of Transnational Criminal Organizations*, Woodrow Wilson International Center for Scholars, 2017

-UN, Human Rights Office of the High Commissioner, *Situation of Migrants in Transit*, 2015

Week 9

Tuesday October 29 and Thursday October 31 REACTION TO LECTURE DUE

Trafficking and Public Health

Readings:

-Stoklosa et al. *A Framework for the Development of Healthcare Provider Education Programs on Human Trafficking Part One: Experts*. Journal of Human Trafficking, June 2019

-Oram, Siân et al *Human Trafficking and Health: A Survey of Male and Female Survivors in England*. American Journal of Public Health, 2016

-US Department of Health and Human Services. *The Role of Healthcare Providers in Combating Human Trafficking during Disasters*, 2019

Week 10

Tuesday November 5 and Thursday November 7

Trafficking and Public Health

Readings:

-Barnert, Elizabeth et al. *Understanding Commercially Sexually Exploited Young Women's Access to, Utilization of, and Engagement in Health Care: "Work Around What I Need"* Women's Health Issues Journal, February 19, 2019

-Graham, T Laurie M. *Measures for evaluating sex trafficking aftercare and support services: A systematic review and resource compilation*. School of Social Work, University of North Carolina at Chapel Hill. Journal of Aggression and Violent Behavior 47 (2019) 117–136

Week 11

Tuesday November 12 and Thursday November 14

Trafficking and Public Health

Readings:

-Zimmerman, Cathy, *The health risks and consequences of trafficking in women and adolescents findings from a European study*, London School of Hygiene & Tropical Medicine 2003

-Rothstein, Mark A. et. al. *Ensuring Compliance With Quarantine by Undocumented Immigrants and Other Vulnerable Groups: Public Health Versus Politics*, American Journal of Public Health, Immigration and Justice September 2019, Vol 109, No. 9

-De Trinidad Young, María Elena et al. *Included, but Deportable: A New Public Health Approach to Policies That Criminalize and Integrate Immigrants*, American Journal of Public Health, Immigration and Justice, September 2019, Vol 109, No. 9

Week 12

Tuesday November 19 and Thursday November 21

Trafficking and Public Health

Readings:

-*Recognizing Human Trafficking Victims in the Emergency Department*

<https://www.reliasmedia.com/articles/134799-recognizing-human-trafficking-victims-in-the-emergency-department>

-Fang, Shelley *Tattoo Recognition in Screening for Victims of Human Trafficking*. The Journal of Nervous and Mental Disease • Volume206, Number10,October2018

Week 13

Tuesday November 26, Thursday November 28 THANKSGIVING, no class!!

Trafficking and Public Health

Readings:

-Timoshkina, N. *Health and Social Service-Based Human Trafficking Response Models*. The Palgrave International Handbook of Human Trafficking, 2019.

-Gorman, Kathleen W. and Beth Ann Hatkevich, *Role of Occupational Therapy in Combating Human Trafficking*. The American Journal of Occupational Therapy, 2016.

Week 14

Tuesday December 3

Team Work Presentations

Thursday December 5

Team Work Presentations

Week 15

Tuesday December 10

Team Work Presentations