Comparative History of Child Trafficking
506:392:04
Scott Hall 101
Mondays 6:10-9:00pm
Spring 2012

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Course Description and Learning Goals:
Human Trafficking has gained a significant amount of global attention during the past decade. Numerous philanthropists and non-profit organizations have committed a great amount of time and resources to bringing to light and putting an end to the trafficking of women and children. In particular, this course will survey the social, economic, and cultural conditions that facilitate child trafficking. From the earliest forms of the Atlantic slave trade to current day child trafficking, issues relating to the transfer of children throughout Africa, Latin America, Asia, Europe and the United States will be reviewed. A comparative reading of this historical and current day phenomenon will provide a comprehensive understanding of how and why children tend to be most vulnerable individuals under certain social circumstances.

 Trafficking in Persons is the recruitment, transportation, transfer, harboring or receipt persons, by means of threat or use of force or other forms of coercion, abduction or fraud for further exploitation. The minimum requirements of exploitation are prostitution of others or other forms of sexual exploitation, forced labor or services, slavery servitude, or removal of organs. (US State Department. 2005. Trafficking in Persons Report, 11. Washington, D.C.: U.S. Government Printing Office).

The following books are required and available for purchase at the Rutgers University Bookstore and the New Jersey Bookstore:

Children in Slavery Through the Ages, Edited by Gwyn Campbell, Suzanne Miers and Joseph Miller (Ohio University Press, 2009) ISBN#: 0821418777


Course Requirements: Students are required to read the assigned readings and actively participate in class. Students are also required to view all films and films clips, and integrate the major themes represented in the films and readings in the analytic papers and in the final paper. The analytic papers require the ability to synthesize both historical information and interpretive concepts and to present them in a coherent informed argument. Guidelines for the final paper will be distributed at a later date. Class participation is required and students should print out and bring any readings that are assigned from the Sakai site to class. Unexcused absences will adversely affect the participation grade. If you have to miss a class for any reason, submit a notice of absence on the University’s absence reporting system: https://sims.rutgers.edu/ssra/.

Grading:
Attendance and class participation: 10%
Analytic Papers (3): 45%
Final Paper Proposal: 10%
Final Paper: 35%

Readings and Discussions:
You are expected to attend all class meetings and to complete the readings by the date assigned. Participation in the discussions of these readings is an essential part of the course. The assigned readings are from the required texts, and the class Sakai site.

Written Assignments:
Three papers (3-4 double-spaced typed pages, standard margins, Times 12-point font) based on the readings, lectures, films and class materials. Each paper should incorporate the themes represented in the readings and film clips to date. Proper Chicago citation should be used in each paper. Strength of argument, organization, incorporation of key themes and grammar will be considered in calculating the overall grade. Papers are due at the beginning of class. I will not accept late papers.

1. January 23: Introduction to Child Slavery & Trafficking

*Modern Slavery: Chapters 1 & 2*

**Readings available on Sakai:**
*Childhood in History* by Peter Stearns: Chapters 1 & 2
*Human Trafficking* by Kathryn Cullen-DuPont: Chapter 1

2. January 30: Early Recollections of Child Slavery

António De Almeida Mendes, “Child Slaves in the Early North Atlantic Trade in the Fifteenth and Sixteenth Centuries,” in *Children and Slavery Through the Ages*

Pierre H. Boulle, “Slave and Other Nonwhite Children in Late-Eighteenth Century France,” In *Children and Slavery Through the Ages*

Fred Morton, “Small Change,” in *Children and Slavery Through the Ages*

3. February 6: One Child’s Narrative

*Odlaudah Equiano: The Interesting Narrative and Other Writings: Chapters 1-6*

4. February 13: One Child’s Narrative Con't

*Odlaudah Equiano: The Interesting Narrative and Other Writings: Chapters 6-12*

**Reading available on Sakai**
Judith Byfield, “Pawn and Politics: The Pawnship Debate in Western Nigeria,” in *Pawnship, Slavery and Colonialism in Africa*

5. February 20: Alternative Forms of Un-Free Labor

1st Analytic Paper Due

*Not for Sale: Introduction, Chapters 1 & 2*
Nara Milanich, “Degrees of Bondage” in *Child Slaves in the Modern World*

6. February 27: A Better Future Over There or Abandoned Children?

Calvin Schermerhorn, “Left Behind but Getting Ahead,” in *Children in Slavery Through the Ages*

*Not for Sale: Chapter 6*

7. March 5: Child Trafficking and Sex

*Modern Slavery: Chapter 4*

*Not for Sale: Chapter 4 & 5*

*Child Slaves in the Modern World: Chapter 12*
Film: Born into Brothels

**SPRING BREAK March 10-18**

8. March 19: Children and War  
Final Paper Proposal due with bibliography

*Child Slaves in the Modern World:* Chapter 13  
*Not for Sale:* Chapter 3  
**Readings available on Sakai**  
*What Women do in Wartime:* Chapter 10  
David Rosen, *Armies of the Young:* Chapters 1 & 2

9. March 26: Children and War Con't  
*Modern Slavery:* Chapter 6  
**Reading available on Sakai**  
David Rosen, *Armies of the Young:* Chapters 3-5

10. April 2: Presentation of Final Project Ideas & Progress  
2nd Analytic Paper Due

*Child Slaves in the Modern World:* Chapter 14  
Film Clip: TBA

11. April 9: Current Day Event Presentation  
Each student will be required to report on a current day event that has been reported in recent news (sources may include magazine, newspapers, internet, etc.). The current event should be related to child trafficking in any global region. Two sources must accompany each student's 5 minute presentation. This presentation will be factored into the participation grade.

12. April 16: Children & Domestic Labor  
*Child Slaves in the Modern World:* Chapter 10 & 11

13. April 23: Child Trafficking & Globalization  
3rd Analytic Paper Due

*Modern Slavery:* Chapter 7 & 8  
Film: TBA

14. April 30: Final Paper Due  
The final paper should be 12-15 pages. Additional details to follow.
**Conduct Code**
Regular attendance of class and active participation in class discussion is required. Students are expected to come to class on time, having prepared the assignments due that day; to respect the protocols of classroom conduct (e.g., arriving promptly, turning off cell phones, not eating during class, avoiding distracting chatter); to check their email regularly for class announcements (e.g., changes in schedule or assignments); and to turn in written work on the dates due. Excuses for absences will not be accepted after the final assignment for the course is due.

**Integrity in the Classroom:**
All work a student submits must be his/her own independent effort. Students must cite properly all outside sources consulted in preparing written assignments. Students should review the university policy on Academic Integrity: [http://academicintegrity.rutgers.edu/integrity.shtml](http://academicintegrity.rutgers.edu/integrity.shtml). Violations include cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. Failure to comply with this policy can result in failure of the course.

**Students with Disabilities:** Please send an email that will be kept in full confidence to the instructor and see [http://disabilityservices.rutgers.edu/request.html](http://disabilityservices.rutgers.edu/request.html).

**Student Instructional Ratings Survey:**
At the end of the semester, students will be asked to evaluate the course with an online survey. It is the expectation of the university that all students participate in this evaluation process. For more information, see [http://ctaar.rutgers.edu/sirs/participation.html](http://ctaar.rutgers.edu/sirs/participation.html).