



The Politics of Human Migration
Political Science 490RW - 1
M-W. 11:30. - 12:45p, Tarbutton Hall 116

Zack Bowersox

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Course Description: The students participating in this class should expect to learn the present definitions and understandings of human migration in the terms of political science broadly, and human rights and security more specifically. Why are some people more prone to trafficking than others? Whose responsibility is it to prevent transnational trafficking? How does globalization both help and harm populations that are more prone to trafficking? Are our lifestyle choices here enabling or supporting traffickers in some remote corner of the world? The class will resemble a graduate level seminar in style and form; that is we will spend most of the class period in discussion of the weekly readings, and it is expected that each student will attend class and participate in these discussions.

Course Objectives: At the completion of this course, students will be able to identify and critically evaluate common, contemporary political science theories related to both the legitimate and illegitimate movement of people. Students will be required to produce a research design that seeks to increase our leverage over a question within the study of human trafficking. This course is designed to further the practical pursual of this topic either in a graduate program or professional sense (*ie* NGO/advocacy or criminal justice fields).

Text(s): *Human Trafficking* (2010) **Author(s):** Louise Shelley; **ISBN-13:** 978-0-521-13087-5

- Additional Readings will be made available on the course's Blackboard site.

Grade Distribution:

Participation	20%
Research Design Stage 1	20%
Research Design Stage 2	30%
Research Design Stage 3	30%

Letter Grade Distribution:

≥ 94	A	$74 - 76$	C
$90 - 93$	A-	$70 - 73$	C-
$87 - 89$	B+	$67 - 69$	D+
$84 - 86$	B	$64 - 66$	D
$80 - 83$	B-	$60 - 63$	D-
$77 - 79$	C+	≤ 59	F

Course Policies:

- **Attendance**

- Attendance is mandatory, as in you must come to both class and your discussion section. Make-up tests and quizzes will only be allowed in the event of a **documented** medical or family emergency, or University sanctioned event. In the case of the latter, student athletes, or members of any other University organization, it is in your and my best interest that I be informed of any of these events as soon as possible so that we may schedule a make-up.
- **No make-up quizzes or exams will be given without the proper documentation.**

- **Academic Honesty**

- **Dont cheat.** The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teachers instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.
- See: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>.

- **Classroom Conduct**

- The students in this class will be respectful of others. I welcome diverse opinions and invite you all to do the same. I invite you to review the Emory University Standards of Conduct to familiarize yourself with those expectations I and the University have not only for you, but for those you yourself should expect in the classroom. (<http://policies.emory.edu/4.62>).
- Emory “University is committed to maintaining an environment that is free of unlawful harassment and discrimination” (<http://policies.emory.edu/1.3>). If for any reason you are made to feel uncomfortable, have been the victim of, or feel you may at risk of harassment and/or discriminatory behavior, I invite you to review Emory University’s Reporting Guidelines in the following documents:
 - * Equal Opportunity and Discrminatory Harassment: <http://policies.emory.edu/1.3>
 - * Standards of Conduct: <http://policies.emory.edu/4.62>
 - * Sexual Misconduct: <http://policies.emory.edu/8.2>

- **Disability Services**

- Emory University is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, provide the instructor(s) with an accommodation notification letter from Access, Disabilities Services and Resources office. Students are expected to give two weeks-notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with instructor(s) as soon as your accommodations have been finalized.
If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Equity& Inclusion, 201 Downman Dr., 404-727-9867, and then notify me of your eligibility for reasonable accommodations. For other Emory resources for persons with disabilities visit:
(<http://www.equityandinclusion.emory.edu/access/index.html>)

- **Peer Tutoring Writing Support**

- Tutors in the Emory Writing Center and the ESL Program are available to support Emory College students as they work on any type of writing assignment, at any stage of the composing process. Tutors can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. Writing Center and ESL tutors take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Students who are currently enrolled in an ESL-supported section of English 101, English 123, or English 221 or who plan to take one of those courses next semester should see ESL tutors, as they are specifically trained to support students in ESL Program courses. To learn more about ESL tutoring or to make an appointment, go to tinyurl.com/eslemory. All other students in the college should see Writing Center tutors who are trained to work with this broader population. Learn more and make an appointment at writingcenter.emory.edu. Please review tutoring policies before your visit.

Assignments:

- **Research Design Stage 1**

- The first stage of the research design is arguably the hardest: Coming up with a research question.
- The research question should be one based on the contemporary literature.
- What have scholars overlooked or misunderstood so far? Why do you think this is important? *AND!* how do you propose to answer this question?
- Students will need turn in a **200-300 word abstract** that addresses the research question, hypothesis (or hypotheses), and includes a title for the paper by **February 14th**.

- **Research Design Stage 2**

- The second stage will be due **March 21th**.

- This draft should include your literature review, formal hypothesis (or hypotheses), and a brief description of the means by which you will test the hypothesis.

- **Research Design Stage 3**

- The third stage will be due **April 30th**.
- This will be your completed paper.
- Should include your qualitative or quantitative test(s), findings and analysis, as well as a conclusion.

- **Participation**

- Students are expected to participate in class. This means join in during discussions, ask questions, and practice engaged learning.
- While I do not keep attendance, a student's absences can only hurt, not help, their participation grade.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

- **Week 1: January 17**

- Class Introduction
- **Shelley Introduction**
- Feingold, 2005.

- **Week 2: January 22 & 24**

- Human Rights, Human Security, and State Sovereignty
- **Course Reserves:**
 - * Hanlon & Christie Chapter 3
- **Blackboard Week 2 Folder**
 - * Shelley, L. *Human Security and Human Trafficking* Chapter in Jonsson (2009)
 - * Howard-Hassmann, *Human Security: Undermining Human Rights*

- **Week 3: January 29 & 31**

- What is human trafficking, human smuggling, and human migration? When does one become the other?
- **Shelley Chapters 1 & 2**
- **Blackboard Week 3 Folder:**
 - * Makarenko, T. *Organized Crime or Crimes Organized?* Chapter in Jonsson (2009)
- **Course Reserves:**
 - * Picarelli *Historical Approaches...* Chapter in Lee (2007)
 - * Hanlon & Christie Chapter 9

- **Week 4: February 5 & 7**

- The Study of Human Trafficking: What do we do well? What do we struggle with?
- **Blackboard Week 4 Folder:**
 - * Hafner-Burton & Ron *Seeing Double*
 - * Goodey, 2008. *Human Trafficking: Sketchy Data and Policy Responses*
- **Course Reserves:**
 - * Di Nicola *Research into Human Trafficking* Chapter in Lee (2007)

- **Week 5: February 12 & 14**

- RESEARCH QUESTIONS + 200-300 WORD ABSTRACTS DUE

- State Characteristics and Trafficking
- **Shelley Chapters 5 & 8**
- **Blackboard Week 5 Folder**
 - * Cho, 2015. *Modelling for Determinants of Human Trafficking*
 - * UNODC, 2014
 - * Cho, Dreher, & Neumayer, 2012. *Does Legalized Prostitution Increase Human Trafficking?*

- **Week 6: February 19 & 21**

- Womens Rights: Political, Economic, and Social.
- **Blackboard Week 6 Folder:**
 - * Caprioli, 2005. *Primed for Violence*
 - * Pedraza, 1991. *Women and Migration: The Social Consequences of Gender*
 - * Piper, 2006. *Gendering the Politics of Migration*
 - * Limoncelli, 2009. *The Trouble with Trafficking*

- **Week 7: February 26 & 28**

- Forced Migration: Conflict
- **Blackboard Week 7 Folder:**
 - * Ware, 2005. *Demography, Migration and Conflict in the Pacific*
 - * Czaika & Kis-Katos, 2009. *Civil Conflict and Displacement: Village-Level Determinants of Forced Migration*
 - * Beber & Blattman, 2013. *The Logic of Child Soldiering and Coercion*
 - * Pluemper & Neumayer, 2006. *The Unequal Burden of War*

- **Week 8: March 5 & 7**

- Paper/Research Discussions

- **Blackboard Week 8 Folder**

- KKV

- **Week 9: March 12 & 14**
 - SPRING BREAK
- **Week 10: March 19 & 21**
 - RESEARCH DESIGN STAGE 2 DUE
 - Forced Migration: Disasters & Climate Change
 - **Blackboard Week 10 Folder:**
 - * Drury & Olson, 1998. *Disasters and Political Unrest: An Empirical Investigation*
 - * Neumayer & Pluemper, 2007. *The Gendered Nature of Natural Disasters*
 - **Course Reserves:**
 - * Blaikie, et al. Chapter 3
- **Week 11: March 26 & 28**
 - Labor Migration: Another form of forced migration?
 - **Blackboard Week 11 Folder**
 - * Wheaton, Schauer, and Galli, 2010. *Economics of Human Trafficking*
 - * Hainmuller & Hiscox. *The Socially Conscious Consumer?*
- **Week 12: April 2 & 4**
 - Mega-events and Human Trafficking: Does the Olympic Effect Exist?
 - **Blackboard Week 12 Folder:**
 - * Hayes, 2010. *Human Trafficking for Sexual Exploitation at World Sporting Events*
 - * Bowersox, 2016. *International Sporting Events and Human Trafficking: Effects of Mega-Events on a States Capacity to Address Human Trafficking*
 - * Deering, et. al., 2012. *Sex Work and the Public Health Impacts of the 2010 Olympic Games*
 - * Richter, et. al. 2012. *Female sex work and international sport events*
- **Week 13: April 9 & 11**
 - Area Studies
 - **Shelley Chapters 6 & 9**
 - **Reading:**
- **Week 14: April 16 & 18**
 - Addressing Trafficking: State Based Approaches
 - **Blackboard Week 14 Folder**
 - * Geddes, 2005. *Chronicle of a Crisis Foretold*
 - * Musto, 2009. *What's in a Name?*
 - * Farrell & Fahy, 2009. *The Problem of Human Trafficking in the U.S.*

- **Week 15: April 23 & 25**
 - Addressing Trafficking: Advocacy Based Approaches
 - **Blackboard Week 15 Folder**
- **Week 16: April 30**
 - RESEARCH DESIGN STAGE 3 DUE at 1p