

Human Trafficking
Biola LEARN Course Development – Lifelong Learning Online Course
By Laura Dryjanska, PhD

Section I: General Course Content

Course Title: Human Trafficking

Number of Lessons in Course: 6

Learning Objectives/What to Expect:

- Knowledge of the fundamentals and scope of human trafficking
- Familiarity with roles related to human trafficking: victims, traffickers, and consumers
- Ability to differentiate between various forms of modern slavery (forced labor exploitation, forced sexual exploitation, early and forced marriage, child soldiers, organ trafficking)
- Comprehension of some of the physical, psychological, social, and spiritual needs of survivors of human trafficking
- Ability to identify reliable sources of information about human trafficking

Target Audience:

- Adult individuals and small groups who wish to gain a basic understanding of human trafficking and other issues related to modern slavery
- Community members who may desire to take action in supporting local and/or global organizations that fight human trafficking
- Leaders of faith-based organizations, businesses or associations who desire to raise awareness concerning human trafficking

Introduction to the Course:

Some people think that human trafficking only happens overseas.

They are wrong.

Some people see prostitution as a victimless crime.

They are wrong.

Some people think that most commercial sexual exploitation happens on seedy street corners.

They are wrong.

Some people think that all human trafficking victims will immediately appreciate assistance.

They are wrong.

By now, most of us have heard the phrase human trafficking. But does it mean that there is really more awareness concerning this issue? Unfortunately, there are many misconceptions

and stereotypes related to modern slavery. It is indeed a very complex, multidisciplinary and multifaceted issue, and we must be careful not to reduce it to what is most frequently featured in the media. In this course, you will catch a glimpse of this complexity, learning about official definitions of human trafficking, forms of modern slavery, victims and perpetrators. As a result, you will hopefully become more sensitive to “the slave next door” and more alert to some red flags. Due to the nature of the topic, this will not be a fun experience, but it is likely to be rewarding to you personally and to those around you. Your commitment to finish the course is important because the last lesson provides information about what can and is being done to fight human trafficking.

Whether you are taking the course on your own or in a group setting, you will have a chance to test your knowledge and to reflect upon the material. Hopefully, you can become critical in your thinking and able to distinguish between different sources of information about human trafficking. By seeing it in a historical and cultural context, you may feel called to action, and if this is the case, the introductory knowledge provided in this course will be the first step in equipping you.

About the Author

Laura Dryjanska obtained a European/International Joint PhD in Social Representations and Communication in the field of social psychology at the Sapienza University of Rome (Italy) in 2012. She completed her postdoctoral fellowship at the Sapienza University of Rome and is currently an Assistant Professor for [Rosemead School of Psychology](#). Human trafficking constitutes one of her main research interests. Dr. Dryjanska is fluent in English, Italian, Spanish, Russian, and Polish (her mother tongue).

Dr. Dryjanska belongs to [INTERFASOL](#), the European interdisciplinary network of scientists funded by the European Cooperation in Science and Technology (COST), action IS1311, dedicated to intergenerational family solidarity across Europe. She is also a member of both the American Psychological Association (APA) and the European Association of Social Psychology (EASP). As a result of her interest in human trafficking, Dr. Dryjanska recently served as the Coordinator for Italy of the [Rotarian Action Group Against Slavery](#); among other engagements, she represented this organization during:

- the Working Group on “Trafficking in Human Beings: Modern Slavery” organized in 2013 by the Pontifical Academies of Sciences and of the Social Sciences ([Final Statement](#)) in Holy See, Vatican City;
- the Green Light Project Presentation with the Salvation Army in 2015 in Rome, Italy.
- the [Freedom from Slavery Forum](#) in 2017, a “prestigious gathering of anti-slavery leaders from around the world” in Stanford University, Palo Alto, USA.

Recommended Resources

Beginner

- *You're Your Rights* brochure of the US Department of State:
https://travel.state.gov/content/dam/visas/LegalRightsandProtections/Wilberforce_Pamphlet_October2016.pdf

- *The Slave Next Door* by Kevin Bales and Ron Soodalter (a book published in 2010 – second edition by the University of California Press):
<https://www.ucpress.edu/book.php?isbn=9780520268661>

Intermediate

- 2017 Trafficking in Persons Report by the Department of State:
<https://www.state.gov/documents/organization/271339.pdf>
- Polaris Project: <https://polarisproject.org>

Advanced

- *Anti-Trafficking Review* (free online scientific journal fully dedicated to human trafficking):
<http://www.antitraffickingreview.org/index.php/atjournal>
- *Journal of Human Trafficking* (scientific journal fully dedicated to research on human trafficking): <http://www.tandfonline.com/loi/uhmt20>
- *Human Trafficking Is a Public Health Issue: A Paradigm Expansion in the United States* by Makini Chisolm-Straker and Hanni Stoklosa (a collection of essays by diverse authors, published in 2017 by Springer):
<http://www.springer.com/us/book/9783319478234>

Section II: Lesson Content

Lesson 1

Lesson Title and Topic: Human trafficking: What?

Lesson Intro Text:

In this first lesson we will look at what human trafficking actually means. This crime has been defined by the US government and the United Nations, among others. You will learn what are some actions, means, and ends of human trafficking. What do these definitions tell us about victims of human trafficking? You will also understand what is the essence of modern slavery in relation to dehumanization.

Lesson Elements

Quiz 1

1. When was the Trafficking Victims Protection Act (TVPA) was passed by Congress:
 - a) 1863
 - b) 1985
 - c) 2000
 - d) 2015

2. How can a person be forced to human trafficking?
 - a) By physical force
 - b) By a false job advertisement
 - c) By threats to her family
 - d) All of the above

3. Harboring a person:
 - a) is always a crime
 - b) includes furnishing of shelter, lodging, or food
 - c) can be done clandestinely or with concealment
 - d) replies b) and c) are true

4. Sex trafficking:
 - a) is the only existing form of human trafficking
 - b) always includes sexual abuse by a family member
 - c) requires the lack of consent of the victim
 - d) can happen to men, women, and children

5. Treating a person as an object:
 - a) is the essence of human trafficking
 - b) deprives that person of human characteristics
 - c) is a form of dehumanization
 - d) all of the above

Reflection

In what ways some forms of human trafficking can overlap? For example, sex trafficking and domestic servitude?

Lesson 2

Lesson Title and Topic: Human Trafficking: Where and When?

Lesson Intro Text:

What scene comes to your mind when you think about human trafficking? Many people envision faraway countries where poverty and lack of education abound. However, human trafficking takes place everywhere, even in very rich countries. In this lesson, we will learn how to interpret statistics related to modern slavery and where to find information about human trafficking in different countries of the world. Have you ever thought why we often refer to modern slavery? After this lesson, you will be able to being to appraise slavery throughout history.

Quiz 2

1. The data on human trafficking and modern slavery:
 - a) is easy to collect
 - b) is very precise
 - c) is difficult to collect
 - d) does not change from year to year

2. According to the latest data on modern slavery, women and girls are:
 - a) exactly half of the victims
 - b) the majority of the victims
 - c) the minority of the victims
 - d) the only victims

3. Trafficking in Persons Report:
 - a) is annually produced by the United Nations
 - b) is a diplomatic tool to engage foreign governments
 - c) uses a tier system
 - d) replies b) and c) are true

4. If a country is placed in tier 1 of the Trafficking in Persons Report:
 - a) it means that human trafficking does not occur in this country
 - b) it means that it is a destination country only
 - c) it means that it is a source country only
 - d) the government fully meets the TVPA's minimum standards for the elimination of trafficking

5. An abolitionist is:
 - a) someone who wants to see all human beings free from slavery
 - b) a supporter of slavery
 - c) a slave owner
 - d) a purchaser of sex acts

Related optional reading: the latest version of the Trafficking in Persons Report, available online on <https://www.state.gov/j/tip/rls/tiprpt/>

Reflection

What are some similarities and differences between slavery throughout history and now?

Lesson 3

Lesson Title and Topic: Human Trafficking: Sexual Exploitation

Lesson Intro Text:

Sex trafficking is inevitably linked to Commercial Sexual Exploitation that takes different forms, including prostitution and pornography. It involves many roles, such as traffickers, groomers, watchers, and others. In this lesson you will learn about grooming and some rules within the prostitution ring, while paying attention to the language. We will consider different types of sexually oriented businesses and related issues, for example sex tourism.

Lesson Elements

Quiz 3

1. Commercial Sexual Exploitation includes:
 - a) pornography
 - b) payment
 - c) prostitution
 - d) all of the above

2. A john is a:
 - a) trafficker
 - b) male purchaser of sex acts
 - c) male victim of human trafficking
 - d) pimp

3. Individuals exploited in prostitution:
 - a) are frequent victims of rape, robbery, and assault
 - b) can leave whenever they want
 - c) are always in love with the trafficker
 - d) in general trust the police

4. Sexually oriented businesses:
 - a) include massage parlors
 - b) hire only immigrants
 - c) can include out-calls
 - d) replies a) and c) are true

5. Sex tourism is:
 - a) declining
 - b) flourishing
 - c) unrelated to prostitution
 - d) taking place only in Asia

Reflection

Why do some victims never get out of the situation of commercial sexual exploitation?

Lesson 4

Lesson Title and Topic: Human Trafficking and Children

Lesson Intro Text:

After completing this lesson, you will be able to distinguish between different forms of modern slavery related to labor. Sadly, children can be victims of all forms of human trafficking; the most horrific ones include child soldiers, illegal organ transplants, and commercial sexual exploitation of children (CSEC). The situation varies across the globe and children's vulnerability is related to culture.

Lesson Elements:

Quiz 4

1. Bonded labor:
 - a) involves a loan or a debt
 - b) happens only to men
 - c) is illegal everywhere
 - d) is never passed down through the generations

2. Child slavery includes:
 - a) Commercial Sexual Exploitation of Children
 - b) forced marriage
 - c) forced labor
 - d) all of the above

3. The use of children in commercial sex:
 - a) is prohibited under U.S. law
 - b) has no long-lasting physical and psychological consequences
 - c) is a matter of their choice
 - d) does not include boys

4. Child soldiers:
 - a) receive thorough training before handling weapons
 - b) are never given drugs
 - c) may be forced to commit acts of extreme savagery
 - d) are in perfect mental and physical health

5. When it comes to child slavery, culture:
- a) is always helpful to protect children from human trafficking
 - b) works in the same way around the globe
 - c) is influenced by geo-political situation
 - d) plays a minor role in Southeast Asia

Reflection

What are some differences between boys and girls who are exploited in prostitution? How does cultural context shape them?

Lesson 5

Lesson Title and Topic: Human Trafficking Survivors

Lesson Intro Text:

What do survivors of human trafficking have in common? After physical wounds heal, what are some mental health consequences that are likely to still be there? What are some of the physical, psychological, social, and spiritual needs of a person who has endured so much? What is resilience? You will learn how to answer all these questions in this lesson dedicated to human trafficking survivors. Moreover, you will be able to explain why human trafficking is a multidisciplinary issue and requires expertise of diverse professionals.

Quiz 5

1. Foreign nationals are usually exploited in sex trafficking by someone:
 - a) of their nationality
 - b) who lets them keep all the money
 - c) who teaches them to become fluent in the host country's language
 - d) who lets them keep their documents

2. Physical consequences of human trafficking:
 - a) are limited to reproductive and sexual health issues
 - b) heal quickly
 - c) may be related to drug use
 - d) do not require professional medical treatment

3. In terms of mental health, a human trafficking survivor:
 - a) is likely to suffer from complex trauma
 - b) has no long-lasting physical and psychological consequences
 - c) may engage in self-injurious behaviors
 - d) replies a) and c) are true

4. A human trafficking survivor:
 - a) always fits in very well in the local community
 - b) can easily find a job because he or she knows how to work hard
 - c) is likely to suffer from stigma and/or family stressors
 - d) has no criminal record

5. When engaging survivors, we should:
 - a) encourage them right away to speak in public
 - b) re-traumatize them each time
 - c) protect their confidentiality
 - d) never give them money for public speaking

Reflection

What can be some challenges related to the survivors' spiritual needs?

Lesson 6

Lesson Title and Topic: Fighting Human Trafficking

Lesson Intro Text:

As a result of this lesson, you will be able to explain the 4 “Ps” paradigm, the fundamental international framework used by the United States and the world to combat contemporary forms of slavery. You will also become familiar with different types of aftercare programs in the light of the 3 “Rs” and victim protection. By now, there are numerous anti-trafficking entities and organizations around the globe – their cooperation is crucial. Any willing person can do something to take a stand against modern slavery. By completing this course, you have already made the first step related to prevention and raising awareness. Congratulations and... keep it up!

Quiz 6

1. The four Ps:
 - a) refer to prevention, protection, prosecution, and partnership
 - b) are an international paradigm to combat human trafficking
 - c) may overlap
 - d) all of the above

2. Secondary prevention of human trafficking:
 - a) is accomplished by alerting potential trafficking victims
 - b) is aimed only at immigrants
 - c) includes empowerment programs for those exiting commercial sex
 - d) cannot include spiritual counseling

3. Services for human trafficking survivors:

- a) are called “john schools”
- b) can use the empowerment model that sees resilience as a source of strength
- c) include just two types of aftercare programs
- d) have plenty of resources to address all kinds of needs

4. Law Enforcement:

- a) is crucial for the prevention, protection, prosecution, and partnership
- b) has too much to do to worry about human trafficking victims
- c) should treat trafficked people as criminals
- d) does not include border guards

5. Who can do something to engage in the fight against human trafficking?

- a) A nurse
- b) A teacher
- c) A truck driver
- d) All of the above

Reflection

What are some anti-trafficking efforts in your neighborhood, county or state? How could your community engage in partnership?