



The Hebrew University of Jerusalem

Syllabus

Forced Migration and Human Trafficking - 61312

Last update 01-09-2019

HU Credits: 4

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Criminology

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Bella Kovner

Coordinator Email: bella.kovner@mail.huji.ac.il

Coordinator Office Hours: Mondays 14:00-16:00

Teaching Staff:

Dr. Bella Kovner

Course/Module description:

Ongoing political unrest, violence and scarce livelihood opportunities leave many youth and families with no alternatives other than risky or forced migration. As migrant women and unaccompanied minors often have limited access to education and employment opportunities, they are at most risk to harmful practices such as various forms of trafficking and bonded labor, child marriage and unsafe migration in areas of origin, transit and destination to migration.

According to the International Labor Organization (ILO), around five million men, women and children are victims of human trafficking at any given moment. In addition, some 168 million children are now in slavery. In East Asian countries, approximately 78 million children are in slavery (9.3% of all children), and in Sub Saharan Africa, there are about 59 million children in slavery (21% of the total child population).

Through critical reading and reflection, case studies analysis and research work, the course will explore and discuss aspects related to forced migration and trafficking. Specifically, the course will focus on the following issues:

- Critically reviewing the specific treaties, protocols and conventions concerning forced migration and trafficking.
- Discussing the interlinks between smuggling, trafficking and torture within the mixed migration context.
- Exploring case studies, which illustrate programs addressing child labor and human trafficking in various geographic contexts.
- The impact of global power dynamics on cross-border migration movements, criminalization and dehumanization.
- Analyzing the socio-legal, humanitarian, development and other strategies undertaken by UN agencies, bilateral organizations and NGOs to address trafficking and forced migration.

Course/Module aims:

To research and explore specific case studies concerning trafficking and forced migration from across the globe.

Learning outcomes - On successful completion of this module, students should be able to:

Learning outcomes:

- The students will be able to use the terminology learned in the course to critically

analyse the causes and affects that define and characterize situations such as the Syrian migration crisis and trafficking for commercial sexual exploitation in Nepal.

- Basing on familiarity with existing systems and modes of operation as practiced by governments and international organizations, the students will be able to conceptualize and design targeted programs and action plans to address the needs of vulnerable populations.

Attendance requirements(%):

100

Teaching arrangement and method of instruction: Lectures and presentations

Course/Module Content:

Topic one - Exploring the concept and definitions of refugees, asylum seekers, voluntary vs. involuntary migration, trafficking and displacement

Topic two: Migration management policies and humanitarianism

Topic Three: Child labor and Trafficking for sexual exploitation in Nepal

Topic Four: Trafficking and the NGO sector in Cambodia

Topic five: Criminalization and dehumanization of migrant children and youth - The case study of Greece

Topic six: The Rohingya displacement and genocide in Myanmar

Class seven: Gender analysis of migration movements in Latin America

Topic eight: The international civil society's response to the global migration crisis

Topic nine - Trafficking for forced labor and commercial sexual exploitation in Israel

Required Reading:

<https://www.youtube.com/watch?v&eq;MSVUJQd9W5g>

<https://www.youtube.com/watch?v&eq;iINd0WG3-cl>

Chimni, B.S. 2009. The Birth of a Discipline: From Refugee to Forced Migration

Studies. Journal of Refugee Studies 22:11-29.

Ticktin, M. (2006). "Where Ethics and Politics Meet". *American Ethnologist*, 33(1): 33-49.

Douzinas, C. (2007). *The many faces of humanitarianism. Parrhesia*, (2): 1-28.

Annie George, U Vindhya and Sawmya Ray (2010). *Sex Trafficking and Sex Work: Definitions, Debates and Dynamics - A Review of Literature. Economic and Political weekly* 45(17): 64-73.

Anuradha Koirala, Bishwo Ram Khadka (2018) *Exploitation of Women and Children in Nepal: In the Name of Travel, Tourism and Marriage. Women and Social Change* 2(2): 155-159.

M Dottridge, 'Global Trafficking Prevalence Data Distorts Efforts to Stop Patterns of Human Trafficking', *Anti-Trafficking Review*, issue 8, 2017, pp. 161—164, www.antitraffickingreview.org.

Digidiki, V. and Bhabha, J. (2018). *Sexual abuse and exploitation of unaccompanied migrant children in Greece: Identifying risk factors and gaps in services during the European migration crisis. Children and Youth Services Review* 92: 114-121.

Human Rights Watch (2017). 'Police Cells Are No Place for Migrant Kids.' ['https://www.hrw.org/news/2017/09/19/police-cells-are-no-place-migrant-kids](https://www.hrw.org/news/2017/09/19/police-cells-are-no-place-migrant-kids)

Association for the Social Support of Youth (ARSIS), Greek Council of Refugees, and Human Rights 360 (2018). "The new normality: Continuous push-backs of third country nationals on the Evros River".

Syed S. Mahmood, Emily Wroe, Arlan Fuller and Jennifer Leaning (2017) *The Rohingya People of Myanmar: Health, Human Rights and Identity. Lancet*; 389: 1841-50.

<https://www.theatlantic.com/international/archive/2015/06/burma-rohingya-migration-ban/395729/>

Leigh Anne Schmidt, Stephanie Buechler (2017). *I risk everything because I have already lost everything": Central American Female Migrants Speak Out on the Migrant Trail in Oaxaca, Mexico. Journal of Latin American Geography* 16(1).

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 20 %

Participation in Tutorials 10 %

Project work 70 %

Assignments 0 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information: