

Chesapeake Project Proposal on Implementation
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CCJS 325: Slavery in the Twenty First Century

In the Fall semester, I will teach two sections of a class on human trafficking. This class was created five years ago after I was the staff advisor for an Alternative Breaks trip embracing the existence of this global crisis. The Alternative Breaks philosophy certainly focused on various social justice issues; however, the program also aimed to include ecological sustainability considerations as we drafted trip objectives and itineraries.

While this class on modern day slavery emanated from these inclusive ideals, I have not spent much time in past semesters exploring the applicability of environmental issues with the trafficking of human beings. However, after attending the Chesapeake Project Workshop, I have some ideas of how to integrate issues of sustainability throughout the semester.

1. **Introduction to Human Trafficking:** In the first week of class, I ask the students to differentiate between the myths and realities of human trafficking. We then move into considering definitions of terms like globalization, commodification and human smuggling. This semester, we will also read the article "*Definitions of Sustainability*". After reviewing all of these definitions, students will complete the following surveys:

www.slaveryfootprint.org and www.myfootprint.org.

- After completing these surveys, students will engage in an online discussion by reflecting on their scores and their reactions to their scores. The goal of this assignment is to address the sustainability and human trafficking Big Idea of Consumption and Consumerism: How much, of what, is enough? How do we confront the cultures and structures of over-consumption? How does consumerism and the commodification of people help us understand the current form of slavery in the world?
2. **Slavery Still Exists?:** In the second week of the class, we will add Michael J. Sandel's article "*What Isn't for Sale?*" to our reading list. After reading the article, I will split the class into groups. Each group will be given 1-2 descriptions of things that are for sale. I will add to those that are already outlined in the article, which will include human beings forced into different forms of trafficking. Each group will have an opportunity to react to the descriptions, allowing us to continue to build on our foundation of main principles for the course. The goal of this assignment is to address the sustainability and human trafficking Big Idea of Social Justice and Fair Distribution: Equity between economic classes, ethnic and cultural groups, and the fair distribution of resources.

- 3. U.S. Government & Global Efforts:** In the last week of class, we will add Amanda Little's article "*Chain of Fuels: The Story of a 20,000 Mile Spinach Salad*" to our reading list. As we wrap up the class, we will consider this article in addition to our other readings as we evaluate the responsibility that companies have in understanding the impact of the Supply Chain of a product. The students will be required to link the ideas of the authors of these related topics into their final response paper about next steps in the fight against worldwide human trafficking. The goal of this assignment is to address the sustainability and human trafficking Big Idea of The Local-Global Nexus: In a dialectical dynamic, the local and the global shape each other through the interpenetration and mutual causality of social structures and cultural consciousness.

In addition to these three ideas, I plan on weaving in sustainability issues into our Group Project. Each group must select a country to investigate and then discuss in an in-class presentation and in a written report. The country reports must include the discussion of contributing factors to the unique trafficking situation in the selected nation. In past semesters, there has been some discussion of the role environmental and weather disasters have played in the exploitation of individuals via sex and labor. This semester, I will urge the students to contemplate the phrase "climate refugees" and research the reality of such victims and how being a victim of a climate catastrophe can contribute to being a victim of human trafficking.