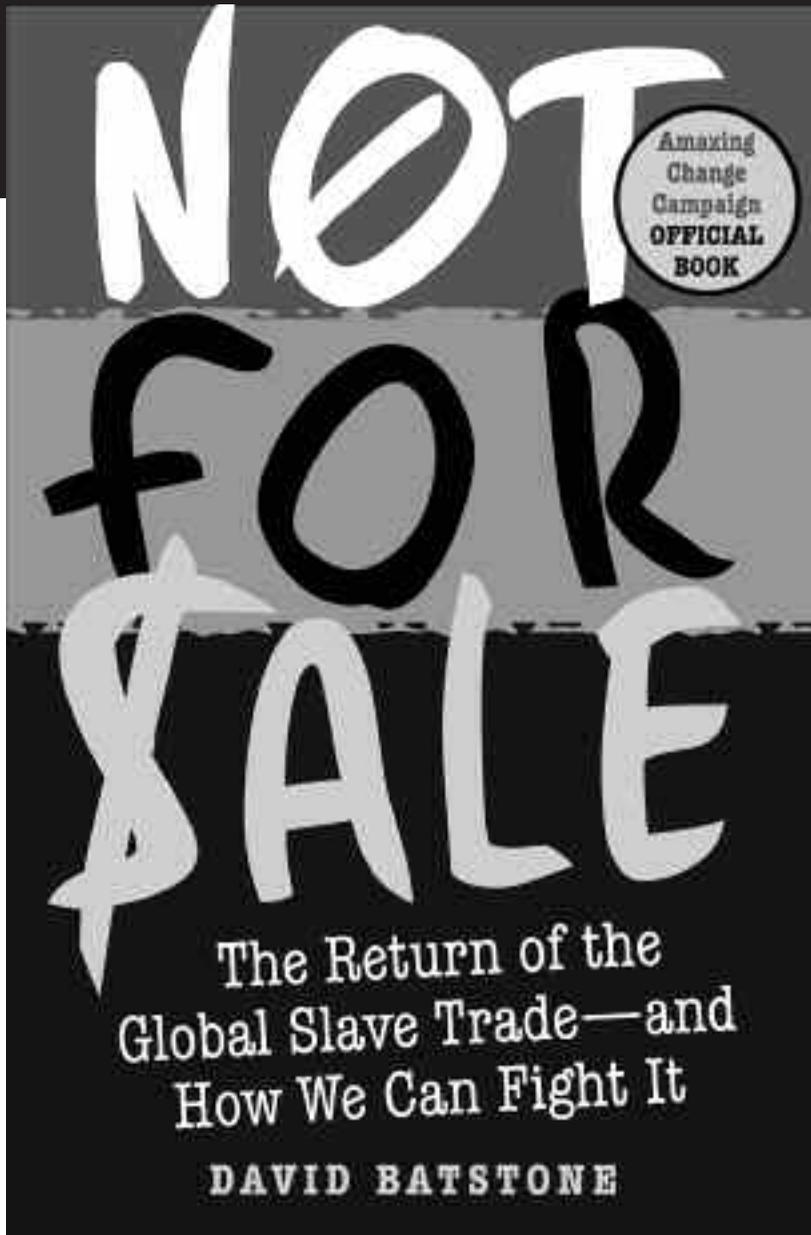


Instructor's Manual



Written by Ruth A. Goldfine, Ph.D.; Keisha L. Hoerrner, Ph.D.; & David Batstone, Ph.D.
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This instructor’s manual is available online at www.HarperAcademic.com.

Welcome to the abolitionist movement! Yes, you may have chosen *Not for Sale* as a reader for your course, honors program, common reader initiative, or “town/gown” reading selection, but you have also joined a movement. You are helping to make a horrific yet largely hidden aspect of the global village visible. You are educating others that although the scourge of slavery may have been legally abolished in our country more than 150 years ago, it is a reality in every state today. You are empowering students to find their voices and raise them in the fight to free the estimated 27 million men, women, and children enslaved throughout the world.

The Department of First-Year Programs at Kennesaw State University joined the movement in Fall 2007 when we selected *Not for Sale* as our first-year common reader. Throughout the 2007-08 academic year, more than 2,500 first-year students read the book as part of our KSU 1101 course. They took quizzes, wrote essays, participated in campus events, performed original theatrical skits, developed awareness materials, and joined organizations—all related to modern-day slavery/human trafficking. They were captivated by the book in ways we, as faculty, never imagined. We saw students reading the book on benches, in swings, and on the Campus Green. We heard them talking to sophomores, juniors, and seniors about what they were reading, and we met their parents—who had been persuaded by their sons and daughters to read the book—at the *Not for Sale* campus events.

We would like to help your class, department, program, or institution have a positive experience as well. That’s the impetus for this Instructor’s Manual: We want to provide numerous resources, ideas, sample assignments, and out-of-class engagement opportunities for you. Feel free to contact us directly if you have questions regarding the material, and please let us know what new ideas, resources, and assignments you develop.

As you prepare to integrate *Not for Sale* into your curriculum, we encourage you to think broadly. This is an interdisciplinary topic that can be explored from a variety of perspectives. Very few academics are truly content experts on the issue of modern-day slavery, so this is an intriguing topic to explore with your students and colleagues. Learn, create, debate, and engage in the issues together. We found it to be quite a worthwhile experience, and we are confident you will, too.

Ruth A. Goldfine, Ph.D.
Assistant Professor, English
rgoldfin@kennesaw.edu

Keisha L. Hoerrner, Ph.D.
Associate Professor, Communication
khoerrne@kennesaw.edu

Introduction: Finding Slavery in My Own Backyard

Chapter Summary

If one picks up *Not for Sale* expecting to read about slavery somewhere “over there,” the first three pages make it clear that modern-day slavery is actually much closer to home for each of us. Author David Batstone relates his own experience of learning about a human trafficking ring operating in San Francisco. Much to his dismay, he has concluded that both he and his wife likely interacted with Indian girls who were trafficked into the U.S. and forced to work in a restaurant the Batstones frequented.

Moving beyond his personal epiphany of confronting slavery in his community, Batstone uses the Introduction to lay the foundation for a discussion of various forms of modern-day slavery both in the United States and around the world. National and international statistics provide a glimpse into the size of the problem; personal accounts of victims such as Kim Weston and abolitionists such as Kru Nam provide the human face of a global human rights atrocity; and probing questions engage the reader in thinking personally about the role he or she might play.

Throughout history, everyday individuals have been confronted with ethical dilemmas related to “epic struggles” for human rights and social justice. Just as those individuals made the choice either to stand up and “be counted among the courageous and the just” (p. 17) or to stand by and be condemned by history as either a perpetrator or a bystander, each person reading this book has to make the decision to either join the modern-day abolitionist movement or be complicit in allowing slavery to continue unabated. There may be doubt about whether British statesman and philosopher Edmund Burke actually said the statement that concludes the Introduction, but Batstone leaves no doubt about its validity: “All that is necessary for the triumph of evil is that good men [and women] do nothing.” (p. 18)

Classroom Discussion Starters

The first 18 pages of this book are likely to shock readers, so it is helpful to promote discussion regarding Batstone’s assertion that a cultural myth causes many, many people to believe that slavery “was vanquished long ago” (p. 5). Starting with the past may be useful in vanquishing the myth and moving students toward greater understanding of the current state of slavery both in the United States and around the world. What do your students know about the African slave trade of the 1700s and 1800s? How extensively did they study it in high school or in their college-level Western Civilization course? Do they know the story of Thomas Clarkson? (If not, refer to Resources section.) If a young man like Clarkson could have such an impact on the abolitionist movement of 200 years ago, what impact can your students have today?

Ask students to reflect on Ambassador John Miller’s statement: “This is one of the great moral struggles of our day. We need to bring the same passion and commitment to this struggle that the abolitionists of this country brought to the struggle against slavery based upon color 160 years ago” (p. 4). What made the abolitionist movement to which Ambassador Miller refers successful? What, if any, of those attributes can be utilized in the modern-day abolitionist movement?

The central issues in the Introduction are related to the past but, obviously, the focus is on the present—and the future. Engage students in an exploration of today’s “human trade,” an uncomfortable but accurate assessment of modern-day slavery. Which statistic stood out as the most telling? There are approximately 27 million individuals, primarily women and children, who are enslaved right now. Is it conceivable to them that humans are seen as commodities? The “human trade” is a 30-billion-dollar-a-year economic enterprise. “Like any other commercial market, the slave trade is driven by the dynamics of supply and demand” (p. 9). How do each of us participate in the global slave trade? (Yes, this is a loaded question. Students may disagree that being consumers makes them participants in the global slave trade. It might be quite instructive to debate personal culpability.) If, in fact, they are unwilling participants, encourage them to investigate the Athens Ethical Principles and learn about corporations that agree to abide by them.

The final few pages of the Introduction set the tone for the remainder of the book, which is not intent on providing only the depressing realities of today’s slave trade and its true human cost but, rather, on those individuals who are choosing to fight it. Ask students to reflect on this quotation: “There are times to read history, and there are times to make history. . . . Future generations will look back and judge our choices and be inspired or disappointed” (p. 18). Is modern-day slavery something that can be eradicated? Is this an opportunity for the students’ generation to make history? Will they be judged by future generations if they choose to do nothing? Inform them that they will read about many abolitionists in the following chapters who can be role models to those who want to get engaged.

For a printable test, visit

<http://webcontent.harpercollins.com/newsletter/images/NotForSaleTestIntro.pdf>

Test Questions

1. Who is the author of *Not for Sale*?

- *a. David Batstone
- b. Kru Nam
- c. Lucy Borja
- d. Condoleezza Rice
- e. Chiang Mai

2. _____ said: “Defeating human trafficking is a great moral calling of our time.”

- a. David Batstone
- b. Lakireddy Reddy
- c. George W. Bush
- d. Pasand Madras
- *e. Condoleezza Rice

3. According to the author, how many slaves exist in the world today?

- a. none
- b. less than 500
- c. 18,000
- *d. 27 million
- e. 1.32 billion

4. Where are we likely to find a thriving commerce in human beings?

- a. rural communities of China
- *b. any major town or city
- c. only outside of the U.S.
- d. exclusively in Asian nations
- e. everywhere except in Western society

5. The author was appalled and motivated to act when he discovered slaves working at _____.

- a. sweatshops in Russian manufacturing plants
- b. a national chain of hotels as housekeepers
- *c. an Indian restaurant near his home
- d. African bazaars throughout Western Africa
- e. low-wage jobs in Canadian industries

6. What did slaveholder Lakireddy Reddy do when three young girls in his “employ” were overcome by carbon monoxide?

- a. rushed them to the nearest hospital
- b. called their parents to pick them up
- c. ordered his slaves to oversee their care
- d. care for them himself because he is a medical doctor
- *e. carried them out of their apartment in rolled up carpets and put them in a van

7. What heroic act did Marcia Poole perform?

- a. rescued her own daughter from the clutches of a slaveholder
- b. provided witness against the Russian Mafia’s slave trafficking organization
- c. removed young boys from brothels
- *d. thwarted Lakireddy Reddy’s attempt to cover up the death of one of his slaves
- e. smuggled slaves out of Thailand

8. How many people are currently enslaved in the U.S.?

- a. none
- b. less than 100
- c. 1000
- d. 10,000
- *e. over 100,000

9. On the list of top criminal activity on the planet, what position does slave trafficking hold?

- a. first
- *b. third
- c. seventh
- d. tenth
- e. seventeenth

10. A thriving black market in human beings has been made possible by _____.

- *a. corruption among law enforcement agents and government officials
- b. a refusal by the U.S. to monitor and combat trafficking in persons
- c. a conscious decision by all peoples of the world to value the low cost of retail products over human life
- d. the European Union's unwillingness to admit that human trafficking actually exists
- e. the necessity of cheap labor to avert a recession in the U.S. and other industrialized nations

11. More slaves are in bondage today than were bartered in four centuries of the transatlantic slave trade.

- *a. True
- b. False

12. Modern-day slaves are invisible because_____.

- a. they only work at night
- b. they are considered part of the criminal element and thus their plight is of no concern to law enforcement officials or activists
- *c. they live a double life in which everything appears normal to the casual observer
- d. they often choose a life of enslavement as a means to make money for their families and thus carefully cover for the slave holder to avoid being deported
- e. they are generally released from servitude after a brief time, once they have met their financial obligations

13. What percentage of slaves extracted out of impoverished countries are children?

- a. 10%
- b. 27%
- c. 35%
- *d. 50%
- e. 75%

14. What drives the slave trade?

- a. a universal disregard for the value of human life
- b. a decline in the financial rewards of drug smuggling
- c. willingness of slaves to accept servitude in exchange for food and accommodation
- d. women who choose slavery in order to feed their children
- *e. the dynamics of supply and demand

15. What allows the slave trade to grow at a rapid rate?

- *a. a glut of potential recruits and a negligible threat of prosecution
- b. the high birth rate among slaves, whose children are born into slavery
- c. desire of international conglomerates to find cheap labor
- d. the misguided efforts of activists that actually make human trafficking profitable
- e. the slave trade is actually declining

16. What does the author cite as his overriding reason for writing this book?

- a. to raise money for the organizations that seek to abolish slavery
- b. to ease his conscience for having frequented an establishment that relied on slave labor

- *c. to inspire others to join the current abolitionist movement
- d. to carry on the work begun by Harriet Tubman and others in the mid-1800s
- e. to gain notoriety as an expert on the subject of slave trafficking

17. Edmund Burke observed that, “All that is necessary for the triumph of evil is _____.”

- a. that the laws of a nation remain corrupt
- b. the lure of money
- c. the conscious decision of the people to ignore the failings of their government
- *d. that good men [and women] do nothing
- e. the loss of courage in men [and women] of principle

Essay Questions

1. Explain the links between poverty, conflict (such as war), natural disasters, and modern-day slavery. Use one or two specific examples to further your argument.
2. Did the Introduction persuade you that slavery is a significant problem requiring a large-scale solution? What aspects, if any, were particularly persuasive? What type of evidence, if any, was missing that might have persuaded you?
3. Dr. Batstone notes that a paradox exists: “Slavery is in reality not invisible” yet few are aware of its existence. Explain why this is an invisible crime that is visible. Provide an example either from the chapter or from another source to further your argument.
4. What makes modern-day slavery distinct from the African Slave Trade of the 1700s and 1800s? Provide at least three differences.

Web Resources

An abolitionist role model: Thomas Clarkson

http://en.wikipedia.org/wiki/Thomas_Clarkson (The “Revelation of the Horrors of Slavery” and “Campaign Against the Trade” sections are confirmed by Dr. Kevin Bales, president of Free the Slaves, who tells this story of Clarkson during public lectures.)

United Nations

Palermo Protocol: <http://untreaty.un.org/English/TreatyEvent2003/Texts/treaty2E.pdf>

U.S. Signing of the Protocol: <http://usinfo.state.gov/gi/Archive/2005/Dec/02-14621.html>

U.S. Department of State

Trafficking in Persons: <http://www.state.gov/g/tip/>

Free the Slaves: An American anti-slavery organization

www.freetheslaves.net

Kru Nam: A modern-day abolitionist

Soujourner’s March 2007 article:

<http://www.sojo.net/index.cfm?action=magazine.article&issue=soj0703&article=070310>

Buddies Along the Roadside (Kru Nam’s organization): <http://www.notforsalecampaign.org/buddies-along-the-roadside.html>

MTV's EXIT (End Exploitation and Trafficking) Campaign:

http://www.mtvexit.org/eng/index_flash.html

Additional Reading

Ending Slavery: How We Free Today's Slaves by Kevin Bales (2007).
University of California Press.

The Slave Ship: A Human History by Marcus Rediker (2007). Viking Press.

Trafficking in Persons Report 2007: <http://www.state.gov/g/tip/rls/tiprpt/2007/>

Data and Research on Human Trafficking: A Global Survey edited by Frank Laczko and Elzbieta Gozdziaik (2005). International Organization for Migration, Geneva, Switzerland.

The War on Human Trafficking: U.S. Policy Assessed by Anthony M. DeStefano (2007).
Rutgers University Press.

Multimedia Resources

Not for Sale Documentary

Dreams Die Hard [a documentary available through Free the Slaves]

Amazing Grace

MTV EXIT Documentaries: http://www.mtvexit.org/eng/index_flash.html

Engagement Opportunities

Are your U.S. Representative and Senators active supporters of the Trafficking Victims Protection Act and its biannual reauthorization bills? Write letters to them explaining your thoughts on the federal government's response to human trafficking.

Make posters utilizing the statistics in this chapter to start a "making the invisible visible" campaign around campus.

Raise money for Kru Nam's Buddies Along the Roadside organization.

Research human trafficking in your community by searching the archives of local newspapers. Use search terms like "slavelike," "human trafficking," "human trade," and "slavery" to find relevant articles.

If your students cannot find articles from the local papers, search the *New York Times*, *Wall Street Journal*, *USA Today*, *Christian Science Monitor*, *U.S. News & World Report*, *Newsweek*, and *Time*.

Visit www.slaverymap.org to find cases in your state.

Chapter One: Shining Light into the Sexual Darkness: Cambodia and Thailand

Chapter Summary

Srey Neang's difficult path from enslavement to freedom in Cambodia is indicative of the estimated 30,000 Cambodians who are victims of commercial sexual exploitation. As Chapter One details, economic, social, and political factors in Southeast Asia work together to create a large, vulnerable population that traffickers can exploit for the thriving sex industry. While Neang's story does, ultimately, have a "happy ending," she endures physical, verbal, and emotional assaults that are very disturbing to read. Thus, Batstone intersperses the inspirational stories of Annie Dieselberg—a modern-day abolitionist who frees sex slaves in Thailand—and Pierre Tami—an abolitionist in Cambodia—to illustrate the other side of sexual slavery. This is a structure that is replicated in subsequent chapters. Readers follow the suffering of the victim(s) while also tracking the efforts of the individual or organization working to free him/her/them.

Dieselberg and Tami are ordinary individuals who chose to do extraordinary work by dedicating their energies to rescuing and rehabilitating modern-day slaves. Dieselberg's NightLight Designs and Tami's Hagar International provide shelter, counseling, and economic opportunities for former sex slaves. Thus, they are not only providing basic needs but empowering individuals to create better lives for themselves and their families. While Dieselberg's employees can be numbered in the dozens, Tami's Hagar International has assisted more than 100,000 women and children in 13 years (1994-2007). Finally, Chapter One introduces readers to International Justice Mission (IJM), another abolitionist organization that will be featured in Chapter Two.

Classroom Discussion Starters

Chapter One presents many challenges to the faculty member trying to discuss its content in a classroom. First, it is quite long and full of detailed descriptions of abuse and trauma. Second, it deals with the sensitive topic of sex, primarily commercial sex (or what we think of as prostitution in the United States). Third, it deals with a geographic region that is likely unknown to many undergraduates, although media coverage of the devastation wrought by Cyclone Nargis in May 2008 may have introduced them to Burma/Myanmar. Fourth, it illustrates cultural, religious, and societal norms that are quite distinct from many of their own. (Selling children is not a common practice in America today, for example.) Finally, it enumerates the complex issues surrounding Southeast Asia's sex industry, leaving some readers with the despairing question of what, if anything, they can possibly do as individuals to make a difference.

Once again, history may serve as an excellent starting point. Briefly review the history of Cambodia, Thailand, Burma/Myanmar, and surrounding countries in the last four or five decades to give students a perspective of the region. Clive Christie's *Southeast Asia in the 20th Century: A Reader* (1998) may be a useful resource. (For a thorough explanation of the Khmer Rouge years in Cambodia and the genocide that ensued, students could read chapter six of Samantha Powers' *A Problem from Hell: America and the Age of Genocide* (2003).) What kind of relationship has the United States had with these countries in the last 40-50 years? That broad discussion

should then be narrowed to the relationship that Americans (overwhelmingly men) have with the sex industry in these countries today. The *Not for Sale* Documentary includes footage of those who buy the women and girls in Bangkok, for example, and they are clearly not all of Asian ethnicity. Economics plays a predominant role in modern-day slavery just as it did 200 years ago. American men can just buy sex “on the cheap” in places like Bangkok with no questions asked. There are even travel companies that specialize in “sex tourism.”

Moving from history to the present day, students should explore the components of commercial sexual exploitation, which are depressingly similar in many parts of the world. They are as follows:

- Vulnerable women and girls are kidnapped, sold or deceived into the sex trade;
- They are raped, threatened, controlled, and assaulted (physically and emotionally) to ensure compliance;
- They are then forced to sell their bodies repeatedly, although they receive little to none of the proceeds;
- Police are either complicit in the sex trade (serving as customers, ignoring the issue, or protecting the traffickers for bribes) or they take the wrong action by treating the women and girls as the criminals instead of arresting the “johns” and the traffickers/brothel owners; and
- Once age, appearance and/or health issues reduce a woman/girl’s ability to earn money for the trafficker, she is killed or abandoned.

From beginning to end, women and girls are treated as products rather than human beings in a multi-million dollar industry that spans the globe. Breaking the students into small groups, ask them to find examples in Chapter One of each of the five aspects or components of commercial sexual exploitation. A sixth group should be summarizing examples of individuals and organizations willing to see women and girls as human beings instead of products—a vital aspect needed to end sex slavery in Southeast Asia and around the world.

To some degree, all six groups are looking at aspects of the “supply” side of the sex industry. What about the demand side? Students should explore pages 59-62. How can both aspects of sexual slavery be reduced and, ultimately, stopped?

A note of caution: Do not allow your students to go too far into the prostitution argument. The focus of Chapter One is on women and girls who do not willingly choose to engage in commercial sex. The debate over prostitution, whether it should be legal, and all of the various aspects of a consensual business transaction obscure the issue of slavery. Some anti-slavery organizations do view all forms of prostitution as sexual slavery, and many feminist organizations as well as conservative religious and political groups agree with their stance. Students need to draw clear distinctions between sexual slavery and adults who may willingly choose to engage in sex as a business transaction. A discussion of why our culture struggles with these distinctions may be informative, however. Students could review mass media images of prostitution, for example, to determine the myth versus the reality of commercial sex. What messages come from movies like “Pretty Woman” and the “Best Little Whorehouse in Texas” versus documentaries like “Carissa” and “Born into Brothels”? How do you reconcile the image of Julia Roberts getting her Prince Charming in “Pretty Woman” with the reality of families in Southeast Asia selling their daughters into sexual slavery?

As with every chapter in *Not for Sale*, it is important to leave students with a sense of hope after the emotional roller coaster many readers experience as they learn about the horrors of slavery.

What makes NightLight Design and Hagar International so successful? What can students learn from IJM, a Washington, D.C.-based abolitionist organization that focuses on the demand side of sexual slavery?

For a printable test, visit

<http://webcontent.harpercollins.com/newsletter/images/NotForSaleTest1.pdf>

Test Questions

1. How old was Srey Neang when she was sold into slavery?

- a. 4
- b. 5
- *c. 7
- d. 9
- e. 12

2. According to the author, which of the following is NOT a reason sex slavery thrives in Southeast Asia?

- *a. devaluation of education
- b. devastating poverty
- c. armed conflicts
- d. rapid industrialization
- e. an exploding population growth

3. The Bangkok-based project NightLight Design was founded by _____.

- a. David Batstone
- b. Mei
- c. Sovanna
- d. Srey Neang
- *e. Annie Dieselberg

4. What term is given to the money paid to free a sex slave?

- a. bribe
- b. freedom fee
- c. slave wage
- *d. redemption fee
- e. dirty money

5. What type of employment does NightLight Design offer to newly freed slaves?

- a. bartending
- *b. jewelry making
- c. food packaging in a manufacturing plant
- d. housekeeping in four-star hotels
- e. translating for visiting dignitaries

6. What honor was bestowed upon Pierre Tami in 2004?

- a. he was awarded the first ever grant for international humanitarian aid
- b. he was appointed as ambassador to Cambodia
- *c. U.S. State Department recognized Pierre as one of its six international heroes in the struggle against the global slave trade
- d. the American Bar Association (ABA) reinstated him
- e. he was the first foreigner ever to be elected mayor of Phnom Penh

7. What inspired Pierre Tami to undertake his rescue efforts in Cambodia?

- a. his commitment to his parents' missionary efforts
- b. the kidnapping and death of his daughter in the slave trade
- c. a vision of school children killed by the Cambodian militia
- d. the refusal of the U.S. to fight the slave trade in that region of the world
- *e. his dramatic healing from a rare strain of malaria

8. What is “a club that beats enslaved women at practically every turn?”

- a. brothels
- b. karaoke clubs
- c. karma
- *d. shame
- e. guilt

9. What factor is key in ensuring that girls freed from the sex trade do not remain poor and thus vulnerable to being trafficked once again?

- a. acceptance back into their families
- b. marriage
- c. relocation to the U.S.
- d. a college education
- *e. a job

10. How do slave holders prevent their female slaves from forming relationships with one another in which trust and solidarity—and thus potential rebellion—might take root?

- a. group together women who speak different languages
- *b. regularly sell individual women to other brothels
- c. lock the women in separate cells when they are not working
- d. watch them constantly with video cameras
- e. provide special favors to one of the girls who will then report any such friendships to the slave holder

11. What organization deploys a corps of seasoned public justice professionals to confront slavery wherever it exists in the world?

- *a. International Justice Mission (IJM)
- b. the United Nations (UN)
- c. UNICEF
- d. the Red Cross
- e. NGO

- 12. Who is credited with the ability to quickly and accurately determine which sex slave in a brothel is most likely to cooperate with her captor's activities?**
- *a. the Genius
 - b. Rooster
 - c. Pierre Tami
 - d. IJM
 - e. Siri
- 13. Before local police raid a brothel to free the slaves, IJM demands that they agree to two conditions: (1) that the trafficked women be treated as victims, not criminals; and (2) _____.**
- a. that they be educated at the government's expense
 - b. that they permit the slaves to exact retribution from the slaveholders in accordance with local custom and practices
 - *c. that the traffickers must not only be arrested but also prosecuted
 - d. that IJM be allowed to participate
 - e. that a full report is filed with the UN upon completion of the raid
- 14. When Pierre Tami asks a priest what he must do in order to devote himself to serving the poor, the priest tells him to "develop a unique skill and _____."**
- a. become a lawyer
 - b. make money that can be used in service to the poor
 - c. volunteer at local shelters to learn first-hand the plight of those suffering from poverty
 - *d. learn languages
 - e. travel the world
- 15. With whom in the brothel does Srey form a friendship that she must hide?**
- a. Rang
 - b. Yuth
 - c. Chuan
 - d. Rooster
 - *e. Mei
- 16. How does Srey Neang ultimately escape from the brothel?**
- *a. Yuth cuts the wires covering her window and she crawls through it into the alley
 - b. she walks out on the arm of one of her customers who has become her protector
 - c. members of NightLight Design pay to free her
 - d. during a raid by the local police
 - e. she sneaks out the back door and takes a bus to the capital city
- 17. What group of people is the focus of Pierre Tami's efforts at the Hagar Shelter?**
- a. boys and men
 - b. the local police (convincing them to cooperate)
 - *c. mothers
 - d. slave holders (bribing them to change their ways)
 - e. the elderly

18. What is the response of local police in Cambodia when a man beats his girlfriend?

- a. they rush to arrest the man
- b. the woman is removed from the scene and the man is sent home
- c. they arrest the woman since the beating was likely justified
- *d. they are disinterested and choose not to get involved because she is “just his girl”
- e. they accept money from the man in return for ignoring his crime

19. What country has been dubbed the Disneyland for sexual escapades?

- a. Viet Nam
- b. Cambodia
- *c. Thailand
- d. Korea
- e. Japan

20. By far, the largest proportion of johns in Southeast Asia comes from the local population?

- *a. True
- b. False

21. What did Pierre Tami conclude was the best means for ensuring employment for the rescued women at the Hagar Shelter?

- a. provide them with a college education
- b. relocate them to the U.S.
- *c. create real jobs for them
- d. instruct them in setting up their own small businesses
- e. sue their former captors to secure money for the technical training of each women

22. What is Srey Neang’s occupation after she is freed from the brothel?

- a. jewelry maker
- b. street cleaner
- *c. seamstress
- d. teacher
- e. shop owner

Essay Questions

1. Why was Srey Neang sold at seven by her parents? What factors discussed in Chapter One lead to children being sold by their families?
2. Explain how NightLight Design, a jewelry business, impacts the sex industry in Bangkok, Thailand. How could this commercial enterprise serve as a business model for other companies looking to fight modern-day slavery?
3. Chapter One introduced you to three abolitionist organizations: NightLight Designs, Hagar International, and International Justice Mission (IJM). Describe two ways in which these organizations are similar and two ways in which they are different in their mission and actions.

4. Batstone notes that “shame is a club that beats enslaved women at practically every turn” (p. 34). What does he mean?
5. How do cultural, religious, and societal norms in Cambodia and Thailand help or hinder sexual slavery? Provide at least two specific examples to bolster your argument.

Web Resources

An abolitionist organization: Shared Hope International

www.sharedhope.org

Read its DEMAND report on sex tourism at <http://www.sharedhope.org/files/DEMAND.pdf>

An international child advocacy organization: EPCAT

<http://www.ecpat.net/EI/main/front/index.asp>

A report on best practices in ending child trafficking:

http://www.ecpat.net/EI/PDF/Trafficking/Trafficking_Action_Programme.pdf

Coalition Against Trafficking in Women

<http://www.catwinternational.org/>

NightLight Designs

www.nightlightbangkok.com

Hagar International

www.hagarproject.org

Additional Reading

Sex Trafficking: The Global Market in Women and Children

by Kathryn Farr (2005). Worth Publishers.

Woman, Child for Sale: The New Slave Trade in the 21st Century by Gilbert King (2004). Chamberlain Bros.

Disposable People by Kevin Bales (1999). University of California Press.

International Child Sex Tourism: Scope of the Problem and Comparative Case Studies by the Protection Project (2007). John Hopkins University.

Gender, Trafficking and Slavery by Rachel Masika (ed.) (2002). Oxfam.

Sold by Patricia McCormick (2008). Hyperion.

Multimedia Resources

Holly [motion picture]

Sisters and Daughters Betrayed: The Trafficking of Women and Girls and the Fight to End It [documentary by the Global Fund for Women]

Engagement Opportunities

Hold a “Night to Remember” fundraiser for Nightlight Design. Team up with sororities or other student groups to host a fashion show, purchase jewelry from Nightlight, and raise awareness about the plight of sex slaves in Thailand.

Research your state’s laws on human trafficking, pimping/ pandering minors, and solicitation of a minor. If those laws don’t exist or need to be strengthened, contact both Republican and Democratic legislators to hold a debate on campus.

Invite an ICE (Immigration & Customs Enforcement) representative and/or one of the U.S. District Attorneys from the Department of Justice to give a lecture on sex tourism and the federal laws in place to stop Americans from engaging in commercial sexual exploitation of minors in foreign countries.

How has the 2003 Protect Act assisted their efforts?

Chapter Two: Breaking the Chains of Bonded Laborers: South Asia

Chapter Summary

Bonded forced labor is common in India, and Chapter Two introduces readers to the plight of Narayan, his sister Maya, and their family members trapped in debt bondage and forced to work in a brick kiln. The family members receive a cash advance, if you will, and agree to work for the brick kiln owner, Mr. Vasu, until the debt is repaid. Thus, on the surface this simply looks like a business deal, not slavery. Maya and her husband Ajay ask for \$30 from Vasu to ensure that their eight-year-old son and Ajay’s parents have enough food and necessities to sustain them during the drought. Maya and Ajay then willingly go to the brick kiln to pay off the debt. This simple business deal quickly turns into a nightmare as they are presented with a contract and impossible terms of repayment that they cannot read and do not understand; are forced to work long hours; suffer from verbal and physical abuse—including rape; receive little food; and are never allowed to leave the compound. As Batstone summarizes on page 83, “Slowly it dawned on Maya that they had not landed a job; they had joined a prison labor camp.”

While the plight of Maya and her fellow brick kiln works seems hopeless given Vasu’s actions, Chapter Two tells the readers more about IJM, the abolitionist organization that will eventually free those held captive by Vasu. Focusing on justice systems around the world, IJM has four objectives: (1) victim relief; (2) perpetrator accountability; (3) victim aftercare; and (4) structural prevention. The organization investigates slavery around the world to free victims and secure local prosecutions of perpetrators. Because slavery is illegal in every country, it is not the lack of laws but the failure to enforce those laws that allows slavery to flourish. Narayan and his family’s story confirm this. While local police assisted IJM by freeing his slaves and arresting Vasu, he has yet to face trial or spend a day in jail for his crimes.

Classroom Discussion Starters

The numbers are staggering. In *Understanding Global Slavery: A Reader* (2005), Dr. Kevin Bales estimates that there are between 18 and 22 million enslaved in India alone (p. 184). Many suffer under debt bondage just like Maya and Ajay, even though Bales notes that “collateral debt bondage—the complete control of any person because of a debt—is specifically outlawed in India” (p. 4). As Batstone, Bales, and IJM’s Gary Haugen state, however, laws that cannot be read by an illiterate population deceived and manipulated into slavery and laws that are not enforced by the local law enforcement officials are not very useful. That’s why it may be helpful to focus classroom discussion on IJM and other organizations like Free the Slaves that are working to put those laws to use.

What is the rule of law, and why is the United States considered a country that promotes the rule of law? How are countries like India and Pakistan (which Bales estimates has 2.5 to 3.5 million slaves [p. 185]) viewed in terms of rule of law? If, as Haugen explains, coercion and deception are the two key ingredients necessary for injustice to flourish, concepts of law and justice must have concrete meaning. Have students break into two groups and outline how IJM systematically secured freedom for (1) Narayan and Bishnu (and those who had already escaped the brick kiln) and (2) Vani and the rice mill workers. This could be expanded to additional groups by researching other cases on IJM’s website (www.ijm.org).

What other factors could lead to a reduction in debt bondage? How about the “fair trade” initiative? Again, economics is key to forced labor. Vasu is seemingly willing to pay \$650 to secure a dozen workers, because he understands that he will get much more than \$650 worth of bricks out of their labor. He sells the bricks made from slave labor and pockets the profits. Who buys the bricks? Why don’t they question the cheap price? How many entities are in that supply chain? When Batstone speaks around the country, he often mentions that he could be complicit in the global slave trade that very day because he does not know if slave labor helped to make his shirt, his shoes, the coffee he drank that morning, or dozens of other products he used during the day. Do your students know who made their shirts? How much did they pay for them? If one student is wearing a \$5 T-shirt and another is wearing a \$30 T-shirt, did the first one get a really good deal or did he/she unknowingly participate in modern-day slavery by purchasing a shirt that could not possibly be made for five dollars if the manufacturer were paying a fair wage to its workers? Did the second student get overcharged by a retailer, or does it likely cost \$30 to ensure that everyone along the supply chain makes a profit? How much would the shirt cost if everyone along the supply chain made a “fair wage”? Students could use as case studies the suit being filed against Firestone for using slave labor in Liberia or the transformation of the clothing industry Edun has spearheaded (www.edunonline.com) to learn more about the role of supply, demand, and fair trade in either promoting or eliminating forced labor.

There are other lessons to be learned from IJM’s work with those in debt bondage in India and in other countries. What role does education, or lack thereof, play in the proliferation of debt bondage? Children who are born in the brick kilns or rice mills must work beside their parents at very young ages, receive no education, and often inherit the debt of previous generations. They know of no other life, no other options. How might the United Nations Millennium Development Goals (<http://www.un.org/millenniumgoals/>), specifically the one related to universal education, help to break the chains of bonded labor?

There are roles for college students in America to play that will help to end bonded labor in faraway places like remote villages in northern India. It's time for them to do some investigating of their own—to find out what roles they can play as individuals and collective groups.

For a printable test, visit

<http://webcontent.harpercollins.com/newsletter/images/NotForSaleTest2.pdf>

Test Questions

1. Who founded International Justice Mission?

- a. Srey Neang
- b. Pierre Tami
- *c. Gary Haugen
- d. David Batstone
- e. Annie Dieselberg

2. What is IJM's mission?

- *a. Do unto others as you would have them do unto you
- b. Teach a man to fish and he will eat for a lifetime
- c. To abolish slavery and liberate all captives, one person at a time
- d. To persuade local authorities to enforce their laws against slavery
- e. To serve and protect the poor and powerless of the world

3. Mr. Vasu enslaved Maya and her family, forcing them to work in his _____.

- a. money laundering operation
- b. laundry business
- c. factory to process bamboo chairs
- d. rice processing plant
- *e. brick kiln

4. Why did Maya, Ajay, and their relatives agree to the terms of the contract Mr. Vasu presented them?

- a. he held them at gunpoint until they signed the contract
- b. the local police threatened to jail them if they did not do as Vasu said
- c. they didn't; he had them sign a different contract
- *d. they could not read the document because they were illiterate
- e. they were desperate for the job

5. How many bricks did Mr. Vasu expect Maya and her family to produce daily?

- a. 300
- b. 675
- c. 800
- *d. 1000
- e. 1500

6. How did Mr. Vasu ensure that Maya, Ajay, and other family members would return from the market if he allowed them to go?

- a. he ensured they were too weak from hunger to attempt an escape
- b. he had the shop owner at the market spy on them
- *c. he forced the children to stay behind and work
- d. he sent an armed guard with them
- e. his son escorted them to the market and back

7. According to Gary Haugen, what do oppressors use to commit acts of injustice and to discourage potential rescuers from coming to the aid of the victims?

- a. poverty
- b. illiteracy
- c. bribery
- d. threats
- *e. violence

8. Which of the following is NOT one of the four objectives upon which IJM's organizational strategy focuses?

- a. victim relief
- b. perpetrator accountability
- c. victim aftercare
- *d. redemption fee negotiations
- e. structural prevention

9. For what has IJM gained notoriety?

- a. prosecuting slaveholders
- b. obtaining the cooperation of local law enforcement agencies
- c. staging impromptu raids of brothels, sometimes several in one night
- d. relocating former slaves to the U.S. and other Western nations
- *e. rescuing victims

10. Buying a slave's freedom may create an even more dynamic market in the trade of human beings, and it diminishes the prospect of prosecuting slave traders.

- *a. True
- b. False

11. How does IJM get incriminating evidence from the slave holders themselves?

- *a. IJM operatives pose as slave owners in search of runaway slaves to gain the trust of the slave holders they are investigating
- b. they use wire taps on the slave holders' phones
- c. they stage elaborate stings with the full cooperation of American ICE agents
- d. IJM operatives go undercover as slaves to gather information
- e. IJM operatives bribe the slave holders' friends and family members turn over evidence

- 12. To gain the cooperation of local law enforcement, IJM approaches the beat officers since they are the ones best acquainted with the illicit activities in their neighborhoods.**
- a. True
 - *b. False
- 13. Which is NOT one of the goals that must be met for a rescue to be successful?**
- a. victims are rescued from captivity
 - b. victims are offered long-term legal protection
 - *c. corrupt police officers are revealed and prosecuted
 - d. law enforcement authorities execute justice
- 14. Because of the excellent aftercare IJM provides its rescued victims, _____ of the former slaves it places in a supportive environment do not return to bondage.**
- a. 51%
 - b. 75%
 - c. 87%
 - *d. 93%
 - e. 100%
- 15. Though Narayan thought it strange that his sister Maya and her family did not _____, he was able to rationalize their absence and did not worry about their circumstances at Mr. Vasu's brick kiln.**
- a. return home for their son after two months as they had agreed
 - b. send money home to him as promised
 - c. respond to his many letters
 - d. call home for his mother's birthday
 - *e. return home for religious festivals
- 16. Gary Haugen has concluded that the combination of _____ makes it difficult to bring slave owners and other violators of human rights to justice.**
- *a. coercion and deception
 - b. violence and bribes
 - c. greed and lies
 - d. supply and demand
 - e. corrupt law enforcement officials and disinterested politicians
- 17. Why was IJM able to rush to free Maya and her family, when they would typically take several months to plan a rescue?**
- a. Mr. Vasu had unwittingly provided evidence to IJM operatives
 - b. the local police agreed to cooperate
 - *c. only a dozen or so laborers were involved
 - d. because Maya's relative were wealthy enough to pay the costs involved in expediting the operation
 - e. the rainy season had ended earlier than usual

18. Why does Maya still feel unsafe?

- a. she and her family continue to live in poverty
- b. she has been relocated to a large, crime-filled city
- c. the police who were revealed to be corrupt during her rescue threaten her daily
- *d. because Mr. Vasu is still free
- e. even from prison Mr. Vasu is tracking her every move

Essay Questions

1. International Justice Mission focuses on four objectives. List and briefly describe each of them. How do these objectives make IJM distinct from the abolitionist organizations discussed in other chapters?
2. Briefly describe how Maya and her relatives were deceived into slavery. What are two preventative measures that others in Maya's situation could utilize to avoid the deception?
3. IJM opposes the practice of buying victims out of slavery. Why is this practice opposed? Do you agree or disagree with IJM's stance? Explain your agreement or disagreement.
4. Individuals like Mr. Vasi use the falsehood that "workers are free to go if they pay off the debt they owe." Why is this statement considered a lie? Use Maya's story as an example to make your point.
5. IJM's Gary Haugen says that "slavery flourishes in the world because it is tolerated by law enforcement" (p. 105). How does Mr. Vasi's story illustrate this point?

Web Resources

An international abolitionist group based in the UK: Anti-Slavery International

Campaign against Bonded Labor:

<http://www.antislavery.org/homepage/campaign/bondedinfo.htm>

United Nations High Commission on Human Rights

United Nations' Working Group on Contemporary Forms of Slavery:

<http://www.unhchr.ch/html/menu2/i2slavwg.htm>

Bonded Labour in South Asia

<http://www.bondedlabour.org/web/index.asp>

International Justice Mission

www.ijm.org

Additional Reading

Understanding Global Slavery: A Reader (2005). University of California Press.

The Ongoing Tragedy of International Slavery and Human Trafficking: An Overview (2004). Hearing of the U.S. House of Representatives Subcommittee on Human Rights and Wellness of the Committee on Governmental Reform. Government Printing Office.

Multimedia Resources

Silent Revolution: Sankalp and the Quarry Slaves [documentary by Free the Slaves]

Hell on Earth: Slavery Today [documentary by Anti-Slavery International]

Does Slavery Still Exist? [a one-minute video available on the IJM website showing former bonded laborers in a rice mill]

<http://www.ijm.org/video/viewcategory>

Engagement Opportunities

Invite an IJM Fellow or staff member to campus to talk about the organization's work and how students can get engaged in bringing justice to those enslaved around the world.

Utilizing FreetoWork.org and other web-based resources, track the supply chain of a popular product enjoyed by your peers.

Hold a photographic exhibition on campus of bonded laborers utilizing Anti-Slavery International's collection: <http://www.antislavery.org/homepage/resources/photographs.htm>. Ask those in attendance to reflect on the images.

Adopt an Abolitionist: Work with the *Not for Sale* Campaign, IJM, or Free the Slaves to “adopt” an abolitionist group working to free slaves in India, Pakistan, Nepal, Cambodia, or any other country. Students can write letters of support to those who work for the abolitionist group, raise money to help with shelter and supplies, and/or purchase “slave-free” products made by survivors.

Chapter Three: Rescuing the Child Soldiers: Uganda

Chapter Summary

In a “forgotten war” (p. 111) that spans more than 20 years, tens of thousands of children in northern Uganda were kidnapped and forced to serve the rebel group known as the LRA, the Lord's Resistance Army. Chapter Three introduces readers to two of those children, Charles and Margaret, and their traumatic experiences in the “bush.” A multi-faceted, Christian-focused international relief agency, World Vision is one of the abolitionist groups working to rehabilitate children like Charles and Margaret.

Charles was only 10 years old when he was abducted by the LRA on his way to school. Margaret was nine when her village was attacked by LRA soldiers scarcely older than her. Charles was forced into serving as a soldier, carrying a gun and committing atrocities for four years for a war he did not understand and a rebel group he did not support. Margaret was forced to serve as a domestic slave and, eventually, a sex slave. These are the standard paths designated by the LRA for boys and girls. All of the children face physical abuse, extreme fear, isolation, and torture.

Florence Lacor is one of the northern Ugandans working with World Vision to provide safety, shelter, and counseling to former child soldiers. She has a unique understanding of their

suffering, because her own daughter was kidnapped from school and forced to serve in the LRA for eight years. While she was finally reunited with her daughter, she knows many families who will never see their children again.

As Chapter Three explains, some of the children are so brainwashed by their LRA leaders that they willingly stay with the rebels. Some of their families will not see them again because they have become devotees of LRA leader Joseph Kony and his civil war. Most of the families will not see their children again, however, because the LRA uses these children to fight its bloody uprising. Children are killed in village raids, only to be replaced by newly kidnapped and terrified boys and girls.

Charles' story has a happier ending. With the help of a village council head, Charles surrenders to the Ugandan national army after escaping from the bush and is taken to World Vision's rehabilitation center. Margaret, too, found herself with Lacor at World Vision after she was rescued by the army. Pregnant at 16 by her LRA "husband," Margaret became a mother at the World Vision center and focused on her life in freedom.

Classroom Discussion Starters

How could a civil war rage for more than 20 years with so few individuals even knowing about it? It is difficult to comprehend in a world of 24/7 news, satellite feeds, and roving investigative journalists. Many international affairs specialists point to the West's seeming indifference as one of the factors that allowed the LRA's enslavement of children to continue.

In order to fully comprehend the impact of the war on its most vulnerable combatants, it may be helpful to show excerpts from the "Four Horsemen" episode of *Geldof in Africa* (2005), the footage on Uganda in the *Not for Sale Documentary*, or *Invisible Children: Rough Cut*. All three DVDs succinctly explain the roots of the civil war and show the "night commuters"—children just like Charles and Margaret who are desperate to avoid being kidnapped by the LRA. Readers should see the faces of these children as they ponder why the world community ignored them for too long.

As the Coalition to Stop the Use of Child Soldiers reports, children are taking up arms in various parts of Africa, Asia, Latin America, Europe, and the Middle East. Many of them are forced into service, as is the case with those in northern Uganda. Why do children make useful soldiers? If 80% of the LRA's "recruits" are kidnapped children, what happens to the rebel movement if only willing recruits are given guns?

Chapter Three briefly explores Uganda's bloody history. Students need an appreciation for a country that has been in conflict for much of its history. Students must also understand the current conflicts in the region, not just the northern portion of Uganda. The sub-Saharan is awash in genocide, war, systematic rape, poverty, the AIDS pandemic, and instability. Uganda's neighbors—Sudan, the Democratic Republic of Congo, and Kenya—have been in the news repeatedly in 2007 and 2008, and the reports are rarely positive.

Still, there is hope for those in northern Uganda. Largely through the work of NGOs—some of them like Invisible Children as well as Resolve Uganda that are run by recent college graduates, the United States has begun to pay attention to the situation. Peace talks have been taking place, and some of the families who have been forced to live in the IDP (internally displaced persons) camps are returning home. What role should the U.S. play in resolving a civil war? Since there's never been a serious discussion about putting American troops into Uganda, it might be helpful

to steer the debate away from the “boots on the ground” military option to other forms of assistance, diplomacy, and/or sanctions.

Moving from the U.S. role, explore the role of the United Nations with your students. Have them review the Convention on the Rights of the Child (<http://www2.ohchr.org/english/law/crc.htm>), the “Children and Armed Conflict” site (<http://www.un.org/children/conflict/english/childsoldiers.html>), and the Optional Protocol ... on the Involvement of Children in Armed Conflict (<http://www.unhcr.ch/html/menu2/6/protocolchild.htm>).

After broadly reviewing the actions needed to end the tragedy in northern Uganda, the discussion can be concluded by focusing on what individuals thousands of miles away can do to bring peace and stability to the region. How can students assist brave individuals like Florence Lacor? How can they help with legislative advocacy? How can they make a difference in the lives of a generation torn from their families, schools, and dreams? A quick tour of the World Vision, Resolve Uganda, and Invisible Children websites can help to answer those questions.

As one of our Kennesaw State students wrote, “No child should be at either end of a gun.”

For a printable test, visit

<http://webcontent.harpercollins.com/newsletter/images/NotForSaleTest3.pdf>

Test Questions

1. For how many years has the rebel army in East Africa been enslaving children?

- a. 2 years
- *b. 20 years
- c. 7 years
- d. 17 years
- e. 6 years

2. Which group is largely responsible for the enslavement of children in East Africa?

- *a. Lord’s Resistance Army (LRA)
- b. Sudanese Liberation Rebel Army (SLRA)
- c. United Nations
- d. Ugandan National Army (UNA)
- e. UNICEF

3. Which African nation has been terrorized by rebel armies since 1986?

- a. Darfur
- b. Tanzania
- c. Zaire
- *d. Uganda
- e. Cameroon

4. What percentage of the rebel army is comprised of child abductees?

- a. 2%
- b. 25%
- c. 47%
- *d. 80%
- e. 92%

5. Where did Charles and his siblings go to sleep at night to avoid capture?

- *a. out to the bush
- b. at his grandparents
- c. in the school in town
- d. in the trees of the forest
- e. at UN safe houses

6. How old was Charles at the time of his capture?

- a. 4
- b. 7
- c. 8
- *d. 10
- e. 12

7. The largest town in Uganda and the site of a children-of-war center is _____.

- a. Lacor
- b. Aboke
- c. Darfur
- d. Johannesburg
- *e. Gulu

8. What motivated Florence Lacor to work at the children-of-war center?

- a. her devotion to the religious order in which she served as a nun
- b. the salary it offered which would allow her family to live in comfort
- c. witnessing the slaughter of her village by a rebel army of child soldiers
- d. pleas from the UN for her to start camps similar to those she had begun in Sudan
- *e. the capture and enslavement of her own daughter

9. What is World Vision?

- a. an army of vigilantes that seeks out the encampments of the rebel army and reports their whereabouts to the national army
- b. a non-denominational church that has spread throughout Africa in an attempt to unite factions that are divided based on their religious beliefs
- *c. a Christian relief and development organization that helps children and their communities worldwide
- d. a fundraising organization that donates vast amounts to support the rebel army
- e. the codename for the rebel army

10. What is the name given to those children who walk great distances at night to take refuge near a national army garrison in order to avoid capture by the rebel army?

- a. bedtime brigade
- b. the lost boys
- c. wartime wayfarers
- d. children of the night
- *e. night commuters

11. Noah's Ark, as discussed in the book, refers to the name of ____.

- *a. a shelter where children can sleep at night to avoid being enslaved by the LRA
- b. the biblical boat built to save two of each animal from the great flood
- c. UNICEF's initiative to relocate children from war ravaged villages to foster homes
- d. PETA's effort to preserve endangered species threatened by the rebel armies
- e. a boarding school in Botswana that takes in former boy soldiers

12. What was Charles required to do in order to be worthy to be an LRA soldier?

- a. to stage a raid on his own village
- *b. participate in the killing of a man then lick his blood
- c. demonstrate his ability to withstand pain by remaining silent while being beaten
- d. to pledge his allegiance to the rebel army and General Kony
- e. complete weapons training and demonstrate his ability as a sharpshooter

13. What was the purpose of the amnesty law passed in 1999?

- a. to prevent the enforcement of tribal law which required retribution in kind when a tribe member is wronged by another tribe
- b. to allow former slaves to bring their oppressors to justice through the court system
- c. to provide humanitarian aid to serve those refugees displaced by the civil war
- *d. to recognize that child soldiers did not join the rebel army voluntarily and assure that they will not be prosecuted if they surrender
- e. to ensure soldiers in the national army will not be charged with war crimes when the war ends

14. What stories about World Vision do the rebel commanders tell the child soldiers to dissuade them from attempting to seek refuge at World Vision camps?

- a. World Vision will punish them according to traditional tribal law
- b. World Vision will send them to foster homes outside of their homeland
- c. World Vision is required to turn them over to the UN to be prosecuted for war crimes
- *d. World Vision will feed them poison or potatoes laced with glass
- e. World Vision is a fictitious organization designed to entrap rebel soldiers

15. What symbolic ritual does Florence Lacor preside over once a month?

- a. a purification ceremony that washes away the horrific deeds committed by the children
- *b. the burning of the clothes the children were wearing when they were liberated from the rebel army
- c. a day of art in which children purge themselves of their haunting memories through the creation of artwork
- d. a celebration honoring the many different tribes represented by the children in camp
- e. she does not participate in any rituals

16. What did General Kony declare to be the purpose of the war?

- a. to reestablish the supremacy of the Ugandan nation in Africa
- b. to overthrow the corrupt national army

- c. to gain the attention of foreign nations
- d. to reinstate Kony to his rightful position as King
- *e. to bring peace to the Acholi people

17. Which African nation did the LRA agree to help in fighting its civil war?

- a. Kenya
- b. South Africa
- *c. Sudan
- d. Zimbabwe
- e. Zaire

18. What event prompted President Bush to declare the LRA a terrorist organization?

- a. his poor reputation among the international community
- b. escalating strife in Israel
- c. the War in Iraq
- *d. 9/11 attack on the World Trade Center
- e. the shift from a Republican to Democratic Congress

19. At what age did Margaret become an LRA wife?

- *a. 11
- b. 13
- c. 14
- d. 16
- e. 18

20. How did Charles escape from the LRA?

- *a. hid his knapsack in the brush and walked out of camp with his rifle
- b. escaped after being captured in a national army raid of his camp
- c. after breaking his leg, he is left behind when he is unable to keep up with his unit
- d. he sneaks off one night when he is supposed to be doing guard duty
- e. he pretends to be dead following during a particularly brutal attack on his home village

21. What is mataput?

- a. a derogatory label for those child soldiers who betray the rebel army
- b. the rebel army's password
- c. a root that has medicinal healing properties
- d. tribal tradition of revenge
- *e. tribal reconciliation tradition

Essay Questions

1. Why is the civil war in northern Uganda called the “forgotten war”? Briefly describe its impetus, major players, and which aspect of modern-day slavery is prevalent.
2. Who are the “night commuters”? Why are they forced to flee their homes each evening? To where do they commute?

3. Briefly explain Charles' "initiation" into the Lord's Resistance Army. Why was this form of initiation so effective in ensuring Charles did not try to escape?
4. What is the "burning ritual" and why is it a part of the children's recovery process?
5. How does the current genocide in the Darfur region of Sudan impact the LRA's war against the Ugandan government?

Web Resources

An NGO with international statistics on child soldiers: Coalition to Stop the Use of Child Soldiers

<http://www.child-soldiers.org/home>

A U.S.-based advocacy organization: Resolve Uganda

www.resolveuganda.org

A U.S.-based organization working to build schools and promote microenterprise in northern Uganda: Invisible Children

www.invisiblechildren.com

A U.S.-based NGO with policy papers on the conflict: International Rescue Committee

<http://www.theirc.org/where/page-28828228.html>

An advocacy NGO: Enough Project

<http://www.enoughproject.org/conflicts/uganda>

World Vision

www.worldvision.org

Additional Reading

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah (2007). Sarah Crichton Books.

Children at War by P. W. Singer (2006). University of California Press.

Endangered Children of Northern Uganda (2006). Hearing of the U.S. House of Representatives Subcommittee on Africa, Global Human Rights & International Operations of the Committee on International Relations. Government Printing Office.

Not on Our Watch: The Mission to End Genocide in Darfur and Beyond by Don Cheadle & John Prendergast (2007). Hyperion.

Aboke Girls: Children Abducted in Northern Uganda by Els De Temmerman (1995). Fountain Publishing.

This book tells the story of the girls abducted at St. Mary's College, including Florence Lacor's daughter.

Multimedia Resources

Invisible Children: Rough Cut [a documentary available through the IC website]

Soldier Child [a documentary by Neil Abramson]

Blood Diamond [major motion picture]

PBS NewsHour (April 2007): http://www.pbs.org/newshour/bb/africa/jan-june07/uganda_04-26.html

Engagement Opportunities

Form a “Schools 4 Schools” group at your institution to help Invisible Children raise needed funds to rebuild schools devastated in northern Uganda. For more information, visit <http://s4s.invisiblechildren.com>.

Invite Ben Keeseey, CEO of Invisible Children, to talk to your students about why he chose to decline a CPA position with one of the Big Six to help form an NGO dedicated to helping the children in northern Uganda. You can contact Keeseey at ben@invisiblechildren.com.

Create artwork, theatrical works, or creative writing projects from the Coalition to Stop the Use of Child Soldiers’ “Voices of Young Soldiers” (<http://www.child-soldiers.org/childsoldiers/voices-of-young-soldiers>). Place them in a gallery on campus to raise awareness about the issue.

Chapter Four: **Undermining the Sex Syndicate: Europe**

Chapter Summary

Chapter Four exposes the sex trade in Europe by recounting the story of Nadia, a young Moldovan woman who is forced into sexual slavery after being lured from her homeland with the promise of employment abroad. Nadia, like many other young women in Eastern Europe, struggled to survive in the difficult economic times following the collapse of the Soviet Union in 1991. When Katrina, an acquaintance of Nadia’s from grammar school, proposed to arrange a job for Nadia in a restaurant in Italy, Nadia hesitantly accepted. At Katrina’s flat on the day of the scheduled date of departure, Katrina took Nadia’s passport “for safekeeping,” and only then did Nadia discover that six other girls would be traveling with her. The girls left Katrina’s apartment in caravan of cars and were transported from Moldova and through Romania. Near the Romanian-Serbian border, the girls were held captive in an old country home for a week before they were forced to sprint across the border into Serbia, under cover of night.

Nadia’s travels continue in Serbia and then Albania. By now it is clear that she has been deceived into commercial sexual exploitation. She is raped repeatedly through the journey. After spending a month in an Albanian brothel, Nadia was informed that because of her age (22) she had been sold to an Italian. Before she is enslaved by the Italian, she is rescued and taken to Regina Pacis, a women’s shelter run by Padre Cesare Lo Deserto. Nadia’s ordeal had finally ended.

Nadia's opportunity to escape her captors in San Foca was particularly fortuitous, because it is there that Padre Cesare Lo Deserto has established Regina Pacis. Although initially established in 1995 as a shelter for refugees, Regina Pacis became largely focused on catering to the plight of trafficked women around 1999 when Padre Cesare noticed a shifting trend in the demographic of those who sought his help. Although his life has been threatened repeatedly, he is rescuing women from the hands of the mafia.

Padre Cesare's attempts to assist the young women in escaping a life of sexual slavery is further complicated by corruption among police officers and government officials who may, in fact, benefit financially from the continuation of this trade. Consequently, Padre Cesare no longer waits for women to arrive in San Foca seeking his assistance; he now has established Regina Pacis centers in Moldova and Romania in an attempt to shut down the trafficking of sex slaves at its source.

Chapter Four returns to the issue of sex trafficking, but the traffickers include organized crime and the locations are more familiar to American readers. This is a global issue, requiring a global response.

Classroom Discussion Starters

Clearly, Nadia did not choose a life in the sex trade—she was deceived into leaving her family and threatened with death if she did not submit. Nadia's motivation to accept Katrina's offer of employment in Italy was obviously her dire financial circumstances, most forcefully felt by her when she "could not pay the school's enrollment fees or buy a school uniform" (p. 160) in order for her son to receive an education. And Nadia is just one of countless women who "got hit with the brunt of unemployment after the fall of the Iron Curtain [yet] were often expected to shoulder responsibility for the survival of their family" (p. 163). Do your students think her circumstances warranted the risk she took in accepting Katrina's promise of employment? Do they believe a woman in the U.S. might ever face such a choice?

Clearly, poverty can drive people to take risks they might not otherwise consider. Padre Cesare has observed that "poverty all too often holds the upper hand" (p. 189) and that in some instances girls suspend their better judgment for the sake of their families' survival. Thus, some do willingly elect to become prostitutes or strip club dancers, assuming those occupations are preferable to their current financial strife. Some "have the image of Julia Roberts in *Pretty Woman* dancing around in their head" (p. 189) and believe that their experience will be similar. Is the U.S., the world's largest exporter of entertainment such as the movie *Pretty Woman*, culpable for suggesting to these young girls that such a fairytale-ending might be possible? Should Hollywood be held accountable for the messages it sends in its films? What did students think of the media coverage of the "escort" paid by former N.Y. Gov. Eliot Spitzer?

The U.S. Congress, in October 2000, became active in the modern-day abolitionist movement by passing the Victims of Trafficking and Violence Protection Act that "commits the U.S. government to use its political and economic influence to impede human trafficking around the globe" (p. 191). Do students think it is the responsibility of the U.S. government to become involved in this effort? Should the U.S. be a world leader? What measures should the U.S. government take to impede human trafficking around the globe and encourage the participation of other nations in this effort (e.g., embargoes, financial assistance to other nations, military action)?

The *Trafficking in Persons (TIP) Report*, prepared and released by the State Department, is a detailed annual report that evaluates the performance of individual governments as they confront and prosecute human traffickers and ranks them into three tiers: Tier 1 being the most compliant

with the Victims of Trafficking and Violence Protection Act and Tier 3 being those who are noncompliant and are making little effort to do so. The first TIP report was released in July 2001. In the 2002 *TIP Report*, “the United States’ closest political allies [who had fared poorly in the original report] had miraculously improved their performance” (p. 193). Is this apparent bias inevitable? Unavoidable? International relationships are quite complex, and often one nation might make a concession in order to form an alliance or gain access to foreign resources. Is this ethical? Should the U.S. make any concessions when it comes to the issue of human trafficking? If so, what issues and concerns do your students see as taking precedence?

For a printable test, visit

<http://webcontent.harpercollins.com/newsletter/images/NotForSaleTest4.pdf>

Test Questions

1. What Italian fishing village is part of one of the most trafficked route in the modern sex slave trade?

- a. Venice
- *b. San Foca
- c. Rome
- d. San Marco
- e. Lo Deserto

2. Who established a shelter for refugees in the town of San Foca in 1995?

- *a. Padre Cesare Lo Deserto
- b. Florence Locar
- c. Stefan
- d. Regina Pacis
- e. Katrina

3. What is the name of the San Foca shelter for refugees?

- a. Nadia’s House
- b. World Vision
- c. Noah’s Ark
- *d. Regina Pacis
- e. Hagar Shelter

4. What prompted Nadia to accept Katrina’s offer of a job in Italy?

- a. the lure of great wealth and possible marriage to a rich foreigner
- b. the failure of her small business to survive a recession in her homeland
- c. the loss of her factory job
- *d. her inability to pay the school enrollment fees for her son to go to school
- e. the death of her father

5. What job does Katrina promise Nadia?

- *a. working in a restaurant
- b. a seamstress in a clothing factory
- c. housekeeper in an upscale hotel
- d. working as a receptionist

32 e. working in the travel industry

- 6. Sex trafficking simultaneously exploits both the best and the worst aspects of _____.**
- a. human nature
 - b. capitalism
 - c. wealth
 - *d. globalization
 - e. a free society
- 7. According to the International Organization for Migration (IOM), an estimated _____ females were trafficked within Europe alone since 1991.**
- a. 1000
 - b. 12,000
 - c. 112,000
 - d. 175,000
 - *e. 250,000
- 8. Sex trafficking in eastern Europe could not happen without _____.**
- a. the tacit consent of those enslaved
 - *b. the machinery of organized crime
 - c. the willingness of the UN to ignore this crime
 - d. a tremendous amount of hard work on the part of the traffickers
 - e. a substantial initial capital investment on the part of the traffickers
- 9. What organization “has its stamp on practically every facet of the sex trafficking trade in eastern Europe?”**
- a. Lord’s Resistance Army
 - b. Cosa Nostra
 - *c. Russian Mafia
 - d. UNICEF
 - e. UN
- 10. What is the current term used to refer to modern-day slavery, as established by the League of Nations?**
- a. illegal movement of human property across borders
 - b. procuration of women and girls for immoral purposes abroad
 - c. human commodities trading
 - d. white slave trade
 - *e. trafficking in women and children
- 11. What unexpected result of legalizing prostitution occurred in Germany and the Netherlands?**
- *a. emergence of a booming underground sex trade
 - b. loss of tourism
 - c. an overabundance of prostitutes
 - d. a rise in AIDS and drug use
 - e. a decrease in prostitution

12. What is one legal ramification of legalizing the sex trade?

- a. prostitutes can be prosecuted for not paying taxes
- *b. prosecution of traffickers, pimps, and brothel owners becomes almost impossible
- c. johns no longer crowd the jails
- d. prostitutes can gain police protection and free health care
- e. it has led to the legalization of meth labs and heroin

13. What has led to a dramatic drop in street prostitution and the influx of trafficked women in Sweden?

- a. a change in international policy that caused Sweden to seal its borders
- b. the legalization of prostitution and drug use
- c. a grassroots effort by Christian non-profit organizations to train prostitutes for respectable means of employment
- *d. prosecution of johns and treatment of the women involved as victims
- e. an embargo by neighboring nations that limited Sweden's ability to import basic commodities

14. Upon what group of people do eastern European sex trafficking syndicates depend to sustain their operations?

- a. UN personnel eager to make economic inroads in Eastern-bloc nations
- b. intimidated locals who are reluctant to speak out
- c. disinterested politicians
- *d. corrupt police
- e. drug smugglers

15. Which country is a strategic location for the transit of young girls from East to West?

- a. Russia
- *b. Albania
- c. Romania
- d. Bulgaria
- e. East Germany

16. Which of the following is NOT one of the three main enemies in sex trafficking that Padre Cesare and his organization address?

- a. poverty
- b. the john who drives the demand
- *c. illegal drugs
- d. the trafficker

17. What does Padre Cesare contend is a condition that often drives young girls to take the risks that can lead to their enslavement as prostitutes?

- a. desire to travel the world
- b. lack of education
- *c. poverty
- d. excessive illegal drug use
- e. teenage pregnancy

18. What pieces of legislation passed by the U.S. Congress commits the U.S. government to use its political and economic influence to impede human trafficking around the globe?

- a. Chinisau/San Foca Accord
- b. International Agreement for the Suppression of the White Slave Trade
- c. Convention for the Suppression of the Traffic in Persons and of the Exploitation of Prostitution of Others
- *d. Victims of Trafficking and Violence Protection Act
- e. Moldavian Embargo of Exported Goods

19. The State Department's Trafficking in Persons (TIP) Report ranks the performance of individual governments' attempts to eliminate sex trafficking into how many tiers?

- a. 2
- *b. 3
- c. 4
- d. 5
- e. 6

20. What was Nadia's salvation—the key to her freedom from enslavement?

- *a. her age
- b. her willingness to stand up to her captors
- c. her family's wealth (they could buy her freedom)
- d. the compassion of one of her johns who helped her escape
- e. her injuries, which left her face severely scarred

Essay Questions

1. Padre Cesare Lo Deserto, the founder of Regina Pacis, is described as a heavy-set, balding man in his midforties who is “not exactly an Indiana Jones-type figure” (p. 158). Though this description paints him as a very average man, he has done remarkable things—a testament to the difference a single person can make. Describe what you might be able to contribute—both now and in the future—to the effort to end human trafficking.
2. This chapter discusses how the collapse of the Soviet Union created an environment in which the black market could thrive but individuals, particularly women, find it difficult to merely survive. What circumstances exist in the U.S. today that might drive some women to choose to become involved in the sex trade? Are there circumstances that might make some women vulnerable to becoming victims of human trafficking? Explain your response.
3. An old man is walking along a beach littered with hundreds of starfish. As he walks along, he picks them up, one by one, and tosses them back into the ocean. A teenage boy, after watching him awhile, says, “There are hundreds of starfish on this beach. You'll never be able to put them all back into the ocean. Why bother? You can't make a difference here.” The man smiled kindly, tossed another starfish into the water, and then said, “I made a difference to that one.” Contemplate this story for a few minutes and consider how it applies to Padre Cesare's efforts in this chapter and to the movement against human trafficking overall. What is your view of the fight against human trafficking—are you the teenage boy or the starfish-throwing man? Why? Explain.

4. Briefly describe how Nadia was deceived into the sex trade. Why did she leave Moldova? Where was she going? Where did she actually go?
5. Explain the “product distribution” used by the Russian mafia to further human trafficking.

Web Resources

An international women’s rights organization: Global Fund for Women

<http://www.globalfundforwomen.org/cms/hot-topics/trafficking/trafficking.html>

A faith-based organization: CHASTE (Churches Against Sex Trafficking in Europe)

<http://www.chaste.org.uk/>

A web resource with materials: Human Trafficking

<http://www.humantrafficking.org/updates/413>

Regina Pacis

www.reginapacis.org/en

Additional Reading

The Natashas: Inside the New Global Sex Trade by Victor Malarek (2004). Arcade Publishing.

“Globalized, Wired, Sex Trafficking in Women and Children” by Vanessa von Struensee in *Murdoch University Electronic Journal of Law* (June 2000).

Barracks and Brothels: Peacekeepers and Human Trafficking in the Balkans by Sarah Mendelson (2005). Center for Strategic & International Studies.

“Crossing Borders and Building Bridges: The Baltic Region Networking Project” by Carolina Johansson Wennerholm in *Gender, Trafficking and Slavery* by Rachel Masika (ed.) (2002). Oxfam.

“Half-Hearted Protection: What Does Victim Protection Really Mean for Victims of Trafficking in Europe?” by Elaine Pearson in *Gender, Trafficking and Slavery* by Rachel Masika (ed.) (2002). Oxfam.

The Protection Project Report: A Periodical on the Current Status of Anti-Trafficking Legislation by Mohammad Matter (2007). Johns Hopkins University.

http://www.protectionproject.org/docs/pp_report.doc

Multimedia Resources

Trade [major motion picture; one of the characters is eerily similar to Nadia]

Human Trafficking [a Lifetime Channel miniseries]

Engagement Opportunities

There’s a debate (mentioned briefly on p. 181) regarding legalized commercial sex and whether it helps or hinders the reduction of illegal sexual slavery. Host a debate on campus involving experts in sociology, psychology, gender studies, and international affairs.

Invite Professor Donna Hughes, the Carlson Endowed Chair in Women's Studies at the University of Rhode Island, to your campus to discuss her research on sex trafficking in Europe, Asia, and the United States.

Promote a “Sex Costs More than You Know” or an “I’m Not Your Vacation” campaign on campus with photographs and quotes from women and girls enslaved in the sex industry. The quotations at the beginning of the each chapter of *The Natashas* provide a starting point for the awareness campaign.

Full disclosure: “I’m not your vacation” was a slogan used by Nightlight Designs in Bangkok to make “johns” aware of the reality of commercial sexual exploitation.

Chapter Five:

Sheltering the Lost Children: Peru

Chapter Summary

“A heroic path usually begins with a humble act that opens a gate into a new universe” (p. 199). So begins the story of Lucy Borja, a woman whose humble act of offering a night’s shelter to two young boys launched a full-scale effort to save the street children of Lima, Peru.

In 1991, Lucy headed *Generación*, an HIV/AIDS-prevention program in Lima. During that period, the city was rife with street children—youth who had been torn away from their families (usually through a traumatic event), had no one to turn to for shelter or assistance, and had taken to living on the streets of Lima. The president of Peru at that time, Alberto Fujimori, vowed to cleanse the city of street kids; shortly thereafter, the dead bodies of children began showing up in city parks. Consequently, Lima’s street children grew to fear their nights on the streets. When two of these young boys confessed their fears to Lucy, she invited them to sleep in the *Generación* office. When she checked on them later that night, she found not two but 600 children “stacked one against the other, asleep on the floor” (p. 201). When the kids kept returning, the *Generación* staff issued an ultimatum to Lucy: the staff or the kids. She chose the kids.

Because saving the street children was an all-consuming effort, Lucy’s family became involved. Her husband, Juan Enrique, has partnered with Save the Children’s programs in Latin America for more than 25 years, and her children infused in the street kids their love for surfing. Consequently, it is not surprising that “*Generación* approaches its mission like a family that has suddenly adopted hundreds of children” (p. 220), with the goal of rescuing children in crisis, offering them a safe living environment, equipping them with the education and work skills to become self-sufficient, and providing them with meaningful jobs.

The enormity of Lucy’s task was made clear by a 2004 study of child sex trafficking in Peru that was conducted by Save the Children, the Sweden-based international aid and children’s rights organization. This report revealed that “traffickers run a sex trade in children that stretches across Peru” (p. 202). Indeed, “a substantial number of these kids eventually end up on the streets of Lima,” (p. 202) and that few organizations exist to assist them.

Once in the sex trade business, it is very difficult to escape. One eight-year-old girl, Sandra, was kicked out of her house by her mother and grandmother and was admonished not to return until

she had money to contribute to the household. She was saved by Lucy but harbored the hope that she would one day be able to return to her family. However, when she was unable to earn money as quickly as she wanted, she began pimping in the sex trade as a way to make quick cash. Now 22, Sandra is the mother of two children and continues to enslave children in sex trafficking. Sandra's life reminds readers that not every story has a happy ending.

Classroom Discussion Starters

It has been said that heroes are made, not born, and it is likely that many we deem heroes sought not so much to perform heroic deeds but rather simply to do what was right. Such is the case with Lucy Borja, whose kindness in inviting two boys to spend the night at her office spawned an entire movement that has led her to challenge local authority, question the practices of her government, and face off with the President Fujimori. Her refusal to ignore the suffering and struggles of Lima's street children led her life in a direction that she likely never envisioned. What opportunities do we have on a daily basis to respond to the needs of others in simple ways? Why do we choose to address or ignore the needs of others? What would motivate us to become more involved? What simple ways can we help?

Sandra was eight years old when her mother and grandmother locked her out of the house and refused to let her back in until she returned with some money. When Guadalupe was nine, her mother sold the girl's services to a pimp. The *New York Times* reported that "parents in Albania sold their children to traffickers so that they could buy a color television" (p. 210). Clearly, as Batstone has summed up so neatly, "not every parent has come to the firm conviction that a child, their child, is not for sale" (p. 211). The notion that children are not valued is foreign to most who live in the U.S. where child protective services, child labor laws, and family court exist to ensure the well-being of our children. It shocks us to learn that children are considered expendable by some people—even their own parents. Why might some cultures or individuals consider children to be an expendable commodity? What arguments might they make in defense of their decision to sell their children? What arguments might we give to convince them children are not expendable?

Though as a culture the U.S. values and protects children, there are certainly instances of child exploitation in American society. Ask your students to think of any examples of these. What are some situations or circumstances that might lead to such exploitation? How are these situations and circumstances the same as or different from those that led to child exploitation in other cultures? Batstone quotes Borja: "To say that the poor have rights means to accept that street children hold the exact same value as our own children. Our society is not yet ready to affirm this truth" (p. 224). Does our society affirm this truth?

One of the more challenging aspects of Chapter Five is reconciling one's emotions regarding Sandra. Students may benefit from outlining her life from eight to 22. Who were the major players in her life? What choices were made for her? What choices did she make? How do they see Sandra—as a victim or a perpetrator?

For a printable test, visit

<http://webcontent.harpercollins.com/newsletter/images/NotForSaleTest5.pdf>

Test Questions

1. **When Lucy Borja invited two street children to spend the night in her office, how many actually showed up?**
 - a. 5
 - b. 70
 - c. 276
 - d. 480
 - *e. more than 600
2. **Save the Children is based in what nation?**
 - *a. Sweden
 - b. Peru
 - c. Italy
 - d. United States
 - e. Germany
3. **At what age was Sandra kicked out of the house by her mother and grandmother and told not to return until she had some money to contribute to the household income?**
 - a. 4
 - b. 5
 - *c. 8
 - d. 9
 - e. 11
4. **Which of the following is NOT one of the five predictable elements involved in the process of enslavement?**
 - a. recruitment
 - b. extraction
 - c. violence
 - *d. acquiescence
 - e. control
 - f. exploitation
5. **What is “Lucy’s rule” that children had to abide by in order to remain at the shelter?**
 - *a. attend school
 - b. provide evidence of exploitation to the police
 - c. return to the streets to save others
 - d. never to return to their families, most of which had sold them into slavery
 - e. learn to speak English

6. According to a report in the *New York Times*, parents in Albania sold their children to traffickers so that they could buy a color television.

- *a. True
- b. False

7. What city job did Lucy find for the children?

- a. crossing guards
- b. window washers
- c. trash collectors
- d. dog walkers
- *e. public gardeners

8. Lucy's gentle spirit and compassion lead some people to call her _____.

- a. a saint
- *b. the Mother Teresa of the streets of Lima
- c. a surprisingly formidable force in dealing with local government
- d. the mother the street kids never had
- e. the benevolent Madonna of Central Lima

9. When Sandra became a recruiter in the sex trafficking industry, she partnered with Alicia (the queen pimp) and _____.

- a. the corrupt police force to ensure her activities could continue uninterrupted
- b. her mother and grandmother
- *c. a mami who would give the child a place to live
- d. the child's family
- e. Lucy to set up a sting to trap johns

10. In what sport/activity did Lucy's own children involve the street kids?

- a. fishing
- b. rock climbing
- c. stick ball
- d. soccer
- *e. surfing

11. Which of the following is NOT part of Generación's mission?

- *a. encourage kids to prosecute their former captors
- b. rescue children in crisis
- c. offer street children a safe living environment
- d. equip children with the education and work skills they will need to be self-sufficient
- e. give its youth meaningful jobs

12. Just about all of Generación's financial help for the past twenty years has come from _____.

- a. the United States
- *b. European foundations
- c. local non-profit organizations
- d. "alumni" of Generación
- e. Canadian charities

13. What does Lucy claim is "both therapy and empowerment for former sex slaves?"

- a. bringing their former captors to justice
- b. helping to save other street kids
- c. giving back to the community
- *d. work
- e. an education

14. With what organization has Lucy's husband, Juan Enrique, partnered with for almost 25 years?

- a. Generación
- b. the United Nations
- c. the Red Cross
- *d. Save the Children
- e. UNICEF

15. What good deed does Sandra do that gives Lucy hope for the girl's redemption?

- a. she refused to coerce children under twelve into prostitution
- *b. she took an 8-year-old girl who had been badly beaten by a john to Generación
- c. she gave her baby up for adoption rather than let him grow up on the streets
- d. she turned herself in to the local police and confessed to being a sex trafficker
- e. she reconciled with her family and returned home

16. When Lucy convinced the local police to intervene on behalf of a girl from Generación who had disappeared and was discovered at a hotel with an older man, how did the police handle the situation?

- a. they arrested and prosecuted the john
- b. they delayed taking action so long that the john took the girl out of the country
- *c. they arrested the girl
- d. they obtained a search warrant from a cooperating judge to ensure the raid was legal
- e. they insisted that Lucy go along and confront the john herself

Essay Questions

1. Sandra was rescued from the streets of Lima by Lucy and Generación, yet returned to the streets and the sex trafficking trade. Take on the role of Sandra and write a short essay from her perspective. Describe your childhood and your feelings when your mother and grandmother kicked you out of the house. Discuss your life on the streets. Explain your decision to return to the sex trafficking trade. Tell about your current situation and your hopes for the future.

2. In Lima, the sex slaves are considered criminals. They are punished but the johns are not. Why might this be the case? What would have to happen in order for the sex slaves to no longer be treated as criminals? Do you think this will ever come to pass? Why or why not?
3. Most of Generación's financial assistance over the past 20 years has come from European foundations. Lucy has not been successful in persuading U.S.-based agencies to support her work. Why do you think the U.S. has been reluctant to provide financial support? What might convince them to do so?
4. According to Batstone, research shows five "predictable elements" in child sex trafficking, regardless of the geographic region studied. List and briefly describe the five elements. How might a global focus on any one of these elements disrupt or reduce the number of victims of child sex trafficking?

Web Resources

Generacion

<http://www.notforsalecampaign.org/generacion.html>

Right Reality article on Generacion

http://www.rightreality.com/articles/a_closer_look_at_child_labor.html

UNICEF in Peru

<http://www.unicef.org/infobycountry/peru.html>

Additional Reading

Protecting Street Children: Vigilantes or Rule of Law? (2006). Hearing of the U.S. House of Representatives Subcommittee on Africa, Global Human Rights & International Operations of the Committee on International Relations. Government Printing Office.

Children of the Sun: An Ethnographic Study of the Street Children of Latin America by Jerry Hollingsworth (2008). Cambridge Scholars Publishing.

Multimedia Resources

While film festivals from the last decade include short documentaries on Peru's street children, none of them seem readily available either electronically or through retail outlets.

Engagement Opportunities

Talk with your Athletics Department to hold a *Free to Play* event on campus. The money you raise can be used for Generación's surfing program.

<http://www.notforsalecampaign.org/free-to-play.html>

Review the annual *Trafficking in Persons Report* to see where Peru ranks in terms of its anti-trafficking efforts. Investigate diplomatic opportunities that the U.S. can undertake to assist Peru.

Chapter Six: Building a New Underground Railroad: USA

Chapter Summary

Dr. Kevin Bales established Free the Slaves to educate the American public about the continued existence of slavery and to push governments to enact and enforce anti-slavery laws. His organization conducted a research project between January 1998 and December 2003 that documented the nature and scope of slavery inside America's borders. The final report from this research revealed several disturbing trends: (1) foreigners are trafficked into the United States from at least 35 countries; (2) California, Florida, Texas, and New York have the largest incidence of slavery; (3) Mexican, eastern European, and Asian crime syndicates run extensive trafficking rings in the United States; (4) U.S. citizens and permanent residents import thousands of domestic servants into this country as slaves; (5) 75% of all New York apparel manufacturing firms are sweatshops, using forced labor or paying below minimum wage; and (6) forced labor is most prevalent in five sectors of the U.S. economy—prostitution/sex services, domestic service, agriculture, sweatshop/factory work, and restaurant/hotel work. Clearly, slavery is a significant problem in the United States. Thankfully, there are abolitionists like Bales willing to take a stand to fight it.

Louis Etongwe became part of the new Underground Railroad in the U.S. by chance when, at a Thanksgiving meal with family in 1999 in Richmond, Virginia, he learned that his cousin was sheltering a teenager from Cameroon who was fleeing captivity. She had been a modern-day slave—and she provided Etongwe with a list of the whereabouts of other girls from Cameroon who still shared that fate. Etongwe took action, even though law enforcement agencies were not as helpful as they could have been and his family faced personal threats. He freed slaves in his own community.

Similarly, Katherine Chon and Derek Ellerman also answered the call to fight modern-day slavery. While in their senior year at Brown University, Chon and Ellerman persuaded two of their professors to alter their curriculum to require students to carry out original research on human trafficking. After graduation, the two launched the Polaris Project—an agency designed to deliver a U.S.-based outreach program that would follow the entire course of the human trafficking process. Polaris aims to build a modern Underground Railroad. Chon and Ellerman are freeing slaves in their own community.

Based on Polaris' research and fieldwork, Ellerman has identified five strategic initiatives that he believes will make a dent in the slave trade inside the United States: (1) suppress the regional market, (2) change the common perception of the trafficking victim, (3) properly identify the criminal, (4) pass anti-slavery laws in state legislatures, and (5) track the supply chain of every consumer product we buy to determine how it is produced.

This chapter tells the stories of other modern-day abolitionists like Sandy Shepherd, who helped to free boys in the Zambian A Cappella Choir. While individuals like Etongwe and Shepherd may have been working in isolation, they are not alone in their efforts to combat slavery. Others have come together to pool their resources in the fight against slavery. For example, the Coalition to Abolish Slavery and Trafficking (CAST) was formed in the wake of a federal raid on an apartment complex in El Monte, California, that liberated more than 70 women from Thailand who were

being held in bondage to provide labor in a sewing factory. CAST, and other similar NGOs, serve the vital function of liaison between victims of human trafficking and government agencies. That is, these NGOs help the law enforcement agencies gain the trust of trafficking victims and potential witnesses, and simultaneously can provide the police with an understanding of the “unspoken cultural assumptions that the victim or witness is bringing to the case” (p. 254).

Another such NGO is the Florida Coalition Against Human Trafficking, established by Anna Rodriguez. After first working as a volunteer in a domestic violence shelter, Rodriguez went on to join the sheriff’s office where she detected an increasing number of human trafficking incidents. Frustrated that so many human trafficking cases never came to trial and by the fact that the justice system was not set up to accommodate victims of trafficking, Anna left the sheriff’s office to form the Florida Coalition Against Human Trafficking in Bonita Springs, Florida. Rodriguez runs workshops for any group that is likely to have contact with people in their homes or place of work, and she has identified hot spots where slaves turn up repeatedly, such as housecleaning services, nail salons, and strip clubs (see page 265 for the complete list). She has also developed a series of 14 questions to help identify a case of potential slavery (see page 266 for the complete list).

Rodriguez and the other builders of the modern-day Underground Railroad are reminders that slavery is, as Batstone noted in the Introduction, invisible yet all around us. They see it. The question for readers is whether they do as well.

Classroom Discussion Starters

This chapter presents the stories of abolitionists who were willing to get involved and take action when they became aware of human trafficking “in their own backyard.” It would be very easy for us to believe that faced with the same situations we would have done the same thing. But would we? Anna Rodriguez’s list of hot spots where slaves turn up repeatedly (page 265) offers a chance for us to reflect on some of those places with which we might be familiar. For example, many nail salons are populated by Asian workers who often speak little English. How can we be certain none of them are slaves? Consider also construction workers. Construction sites, particularly in the South and those bordering Mexico, are typically filled with Hispanic workers. Could some of these individuals be slaves? What would you do if you found out that a business you frequented employed forced labor? Would you stop visiting that nail salon? No longer stay at that hotel? Not buy that certain house? What sacrifices are you willing to make in the fight against slavery?

The stories of the abolitionists in this chapter vary greatly. Some have chosen to help free slaves in a very personal way, such as Louis Etongwe who actually picks them up and provides them with lodging at his own house. Others affected change by forming or becoming involved in NGOs that enabled them to achieve more through pooled resources. Still others were focused on the need for federal legislation to impose greater penalties upon traffickers and increase rights and protection for victims of trafficking. Which of these approaches do you believe is most important? Most effective? Which of these ways would you choose to get involved?

It may be productive to spend time focusing on Chon and Ellerman. Obviously, they did not enroll in Brown expecting to launch an abolitionist organization upon graduation. They are close in age—and experience—to many undergraduates in your classroom. Did their story spark something in those students?

Several of the abolitionists we meet in this chapter were initially astounded to learn that slavery is a major problem yet today. Before students began reading this book, how aware were they of the

prevalence of modern-day slavery? Now that they know, can they simply put down the book and walk away? (If your students answered no, then it is time to move to the Conclusion.)

For a printable test, visit

<http://webcontent.harpercollins.com/newsletter/images/NotForSaleTest6.pdf>

Test Questions

1. Louis Etongwe has liberated slaves from _____.

- a. California
- *b. Maryland
- c. Michigan
- d. Peru
- e. Mexico

2. Why does Louis Etongwe help to free slaves?

- *a. he acts out of principle
- b. local charities have engaged his aid because of his expertise
- c. he can earn a good living doing it
- d. in memory of his daughter who lost her life while enslaved
- e. because he himself was once a slave

3. What government agency does Louis Etongwe contact to report an international abduction?

- a. FEMA
- b. Red Cross
- c. CIA
- *d. FBI
- e. Immigration Services

4. Who established the abolitionist organization Free the Slaves?

- a. Padre Cameroon
- b. Lucy Borja
- c. Louis Etongwe
- *d. Kevin Bales
- e. David Batstone

5. Which of the following is NOT a trend of slave trading in the United States, as identified by the report Hidden Slaves?

- *a. the number of slaves currently living in the United States has been steadily decreasing by 75% of all NY apparel manufacturing firms are sweatshops, using forced labor or paying workers below minimum wage
- c. largest incidence of slavery are in the states of California, Florida, Texas, New York
- d. foreigners are trafficked into the U.S. from at least 35 countries
- e. U.S. citizens import thousands of domestic servants into the United States as slaves

- 6. A young girl kidnapped while waiting at a bus stop in downtown Cleveland, Ohio, was driven to _____ and forced to engage in commercial sex.**
- a. Atlanta
 - b. Washington D.C.
 - c. Los Angeles
 - *d. Detroit
 - e. Dallas
- 7. Katherine Chon and Derek Ellerman became activists in the fight against sex trafficking while attending school at _____.**
- a. Princeton
 - b. Harvard
 - c. Yale
 - d. FSU
 - *e. Brown
- 8. The fight to end sex trafficking became personal for Katherine Chon when she realized that both she and some local slaves were originally from _____.**
- a. China
 - *b. South Korea
 - c. Taiwan
 - d. Bangkok
 - e. Thailand
- 9. What website did Katherine Chon and Derek Ellerman launch?**
- a. www.antislavery.org
 - b. www.notforsale.org
 - *c. www.HumanTrafficking.com
 - d. www.freetheslaves.net
 - e. www.protectionproject.com
- 10. What anti-slavery agency did Katherine Chon and Derek Ellerman start, using money they won through an annual college event for entrepreneurs?**
- a. North Star Seekers
 - b. the A Slave No More non-profit organization
 - c. the Underground Railroad
 - d. the *Not for Sale* Fund
 - *e. the Polaris Project
- 11. What pastor from Texas brought the Zambian A Cappella Choir on tour in the U.S.?**
- *a. Keith Grimes
 - b. Louis Etongwe
 - c. Regina Pacis
 - d. Sandy Shepherd
 - e. Padre Cesare

12. What did federal agents discover in a raid in El Monte, CA, in August of 1995?

- a. the headquarters for the Russian mafia's sex trafficking operation
- *b. 72 garment workers enslaved in a sewing factory
- c. a brothel staffed with more than 100 children under the age of 12
- d. domestic workers enslaved in the homes of more than a dozen wealthy actors
- e. incriminating evidence suggesting the local police were corrupt

13. When the U.S. treats slaves as criminals, it reinforces the slaveholders' warning that if the slaves go to the authorities for help it is the slaves who will be thrown in jail.

- *a. True
- b. False

14. What are NGOs?

- a. National Gatekeepers Online
- b. North American Government Objectives
- c. non-profit grant-funded operations
- *d. nongovernmental organizations
- e. Northern Government Operatives

15. What piece of legislation, passed by Congress in late 2000, was intended "to ensure just and effective punishment of traffickers, and to protect their victims?"

- a. Trafficking in Persons report
- *b. Trafficking Victims Protection Act
- c. T visa
- d. CAST
- e. the Etongwe Act

16. Which U.S. attorney general signed the TVPA legislation?

- a. Alberto Gonzales
- b. William Barr
- *c. John Ashcroft
- d. Janet Reno
- e. Edwin Meese

17. What did the slaveholder take from Chica that he claimed was used by a witchdoctor to bind Chica to her maser?

- a. her rosary
- b. her pinkie finger
- *c. a lock of her hair
- d. her picture
- e. her birth necklace, which contained her chi

18. What percent of Polaris Fellows continue on as active abolitionists after their internship?

- a. 30
- b. 50
- c. 75
- *d. 90
- e. 100

19. Katherine Chon believes that “people who are in a position to make decisions are not always equipped with the best _____.”

- a. intentions
- *b. knowledge
- c. ideas
- d. advisors
- e. plans

20. Which of the following is NOT one of the five strategic initiatives that Derek Ellerman believes will make a real dent in the slave trade inside the U.S.?

- *a. requiring that U.S. corporations audit internal hiring practices and those of suppliers
- b. focusing on the suppression of regional markets
- c. changing the common perception of the trafficking victims
- d. properly identifying a criminal
- e. giving priority to passing anti-slavery laws in state legislatures
- f. tracking the supply chain of every consumer product to determine how it is produced

21. Kay Buck, executive director of CAST, notes that which destructive cultural pattern persists globally?

- a. children are seen as disposable
- *b. society tolerates violence against women
- c. education is no longer valued
- d. pimps and other criminals are glamorized in film
- e. few individuals care about whether their goods are produced by slave labor

22. The Florida Coalition Against Human Trafficking was established by _____.

- a. Louis Etongwe
- *b. Anna Rodriguez
- c. Katherine Chon
- d. Kay Buck
- e. Derek Ellerman

23. What agricultural community in Florida is a trafficking hot spot?

- a. Naples
- *b. Bonita Springs
- c. Miami
- d. Titusville
- e. Spring Hill

24. Which of the following is NOT on Anna Rodriguez’s list of hot spots where slaves repeatedly can be found?

- a. casinos
- *b. jails
- c. nail salons
- d. construction sites
- e. hotels (housekeeping)

Essay Questions

1. The many abolitionists whose work is discussed in this chapter were introduced to modern-day slavery through its many and various forms. Write a short essay that summarizes the different forms of human trafficking that are presented.
2. When Katherine Chon began researching human trafficking, she learned of six South Korean women who were liberated from a brothel only a few miles away from her college campus. Not only was Katherine shocked that slavery existed mere miles from where she studied daily, she was also able relate to the women in a more personal way because she herself had been born in South Korea. This chapter also tells of a seventeen-year-old girl who had been kidnapped from a bus stop in downtown Cleveland, Ohio, transported to Detroit, Michigan, and forced to engage in commercial sex. Does the story of this girl from the Midwest make slavery more personal for you? Is it easier to believe or accept that slavery occurs or slaves are kidnapped from “over there” (i.e., South Korea, Cameroon, anywhere but the U.S)? Why or why not?
3. Consider the abolitionists and the abolition organizations discussed in this chapter. What factors contributed to the success of each? What do they share in common that helped them to succeed?
4. Each abolitionist introduced in Chapter Six is, formally or informally, part of the network that makes up the anti-slavery movement. Discuss the role and the importance of one or more of the abolitionists/abolition organizations. What are his/her/its primary contribution and how does his/her/its effort fits into the larger movement?

Web Resources

Department of Justice—Fight Trafficking in Persons

http://www.usdoj.gov/whatwedo/whatwedo_ctip.html

An organization working on trafficking between Mexico and the U.S.: Bilateral Coalition

www.bsccoalition.org

Polaris Project

www.polarisproject.org

CAST

www.castla.org

Florida Coalition Against Human Trafficking

<http://www.stophumantrafficking.org/>

Additional Reading

A Crime So Monstrous: Face-to-Face with Modern-Day Slavery by E. Benjamin Skinner (2008). Free Press.

Nobodies: Modern American Slave Labor and the Dark Side of the Global Economy by John Bowe (2007). Random House.

Enslaved: True Stories of Modern Day Slavery edited by Jesse Sage and Liora Kasten (2008). Palgrave Macmillan.

Multimedia Resources

Trade [motion picture]

History's Mysteries: Human Bondage [series from the History Channel]

Dreams Die Hard [viewers will see Louis Entembe tell his own story in this Free the Slaves documentary]

Engagement Opportunities

Write essays about the drawing of trafficking victims found at the “At Risk, Rescued and Sheltered” site from the U.S. State Department:

<http://www.gtippphotos.state.gov/gtip.cfm?galleryID=563&id=1>

Invite Polaris Project to campus to discuss its Fellows program, internship opportunities, and other forms of engagement for college students.

Research the state of human trafficking in your state. Start with www.renewalforum.org to learn about model legislation and what exists in your state.

Conclusion: Ending the Slave Trade in Our Time

Chapter Summary

Batstone begins the final chapter of his book with a bold declaration: “I believe in the power of individuals to change the world.” But this is more than a brash proclamation—it is something he attempts to demonstrate through his own actions.

Batstone was in El Salvador in the 1980s—two years after Oscar Romero, the archbishop of the Roman Catholic Church, was shot in the heart in the middle of mass. During the time preceding his assassination, Romero had, in his sermons, addressed the atrocities perpetrated by the military government against the civilian population. A year after Romero was killed, four U.S. religious women working in El Salvadoran refugee camps were savagely raped and murdered by military death squads. In response, the U.S. cut off tens of millions of dollars of economic aid to the government of El Salvador. From this experience, the generals in El Salvador concluded that while it was fine to kill El Salvadorans, it was not acceptable to kill U.S. citizens.

Consequently, when Batstone's El Salvadoran friends pleaded with him to start a human-rights program that would protect them from the death squads, he developed a simple plan that involved U.S. citizens serving as bodyguards for El Salvadorans armed only with their American passports. Through this initiative, Batstone and his team were able to save the life of Rev. Sanchez and his family. Subsequent lives were saved, each protected by the presence of a U.S. citizen, until Batstone was ultimately banned from entering the country. A second plan was then put into action: A fake economic development agency was launched as a front for the human-rights group. Through this agency, Batstone and his colleagues continued their human-rights work until a peace treaty ended the violent civil war.

This experience convinced Batstone of two things: (1) sometimes it is simply who you are that can make a difference, and (2) truly the hardest step to take is the first one—the commitment to action. To encourage readers to take that first step, Batstone offers suggestions for becoming involved in the modern-day abolitionist movement and examples of how others have already done so.

1. Find your vocation—the point at which your passion meets the needs of the world—and then to engage in that vocation in ways that benefit others.
2. If you feel young and powerless, find inspiration in the efforts of three college students from Southern California who filmed as much footage as they could of the Ugandan children victimized by the war in their country, edited it in to a documentary called *Invisible Children*, then traveled tirelessly to campuses across the U.S. showing the film in order to raise awareness of the forgotten war in Uganda.
3. Launch a second career where your skills are needed. For example, when Pierre Tami, founder of Hagar in Cambodia, launched Hagar Catering, he acknowledged that he knew very little about food preparation and delivery. But a chance meeting with Frank Woods proved to be the answer to his dilemma. Woods, who had a successful catering business in Australia, willingly moved to Cambodia and provided Hagar Catering just the expertise it needed to become a thriving business.
4. Shape a government policy that could impact millions of lives. Batstone tells of Joe Mettimano who, for the past 12 years, has worked in Washington, DC, to advocate on behalf of children in crisis. Mettimano has begun several initiatives to heighten awareness of the child soldiers in Uganda so that he can translate advocacy into public policy.
5. Create an international network of university research centers that focus on the practice of slavery in local communities. Since the slave trade operates most efficiently when it is hidden from sight, Batstone envisions a network of research centers at campuses across the U.S. that would gather and share human trafficking data, bringing trafficking out of the shadows and compelling law enforcement agencies to take action.
6. Hire one ex-slave and make your purchases count. Providing legitimate employment for ex-slaves is essential so that they can earn a respectable living and care for themselves and their families. Furthermore, purchasing products from microenterprises around the world that provide such employment opportunities will help ensure the success of these businesses.
7. Take advantage of your access to power for the sake of the powerless. David Arkless, senior vice-president of corporate affairs for Manpower, the world's largest private employer,

persuaded his company to sign the Athens Declaration committing businesses to engage in anti-slavery practices in hiring and conducting business. He is now leading the charge to sign up the top 1,000 corporations in the world to the Athens Declaration.

8. The tears of the oppressed. Batstone quotes from Ecclesiastes to express the desperation of the powerless: “I saw all the oppression that are practiced under the sun. Look, the tears of the oppressed—with no one to comfort them! On the side of their oppressors there was power” (Eccles. 4:1). Today, 27 million individuals live as slaves, and the power is on the side of the oppressors. But the movement to end slavery gains momentum each time a new individual joins.

Batstone ends with an annotated listing of 29 organizations that are working today to end human trafficking; web addresses for each are provided (pp. 283-293).

Classroom Discussion Starters

David Batstone has declared from the very first chapter that his overriding purpose in writing *Not for Sale* was to inspire others to join the movement to end modern-day slavery. Now that your students have reached the end of the book, has he inspired them to join the movement? If not, why not? If so, what did they find most compelling in the book? How would they most like to become involved?

Batstone and his colleagues devised the simple plan of using American passports—in the form of American citizens—as bodyguards to protect El Salvadoran citizens who were being threatened by the military government of that country in the 1980s. What did readers think of his plan? Clearly, it was not without risk. How would they have felt about participating? This plan certainly would not have been successful if the U.S. government had not withheld economic aid. Do they agree with the action the U.S. government took at the time? Should it have done more?

Batstone discusses the movie *Invisible Children*, which was filmed by college students and documents the “forgotten war” in Uganda. The implication in drawing attention to this war is that the U.S. is not involved in promoting peace in Western Africa but it should be. Do students agree that U.S. should work to bring an end to the war in Uganda? Do we have the right to insert ourselves into a civil conflict? Do we have an obligation to end the atrocities that are occurring in other places (e.g., Uganda, Burma/Myanmar, Darfur)? If so, why? If not, why not?

Batstone ends his book with the “abolitionist’s vocation,” a reminder that each of us has creativity, skills, abilities, and resources that can be effectively used to eradicate modern-day slavery. “The movement gains momentum each time a new individual joins” (p. 283). The goal is to move beyond awareness and education—both of which are vital—to engagement. Students may need to take some time to reflect on how they can individually engage.

For a printable test, visit

<http://webcontent.harpercollins.com/newsletter/images/NotForSaleTestConclusion.pdf>

Test Questions

1. In the early 1980s, David Batstone went to _____ to visit grassroots organizations that provided food and medical aid to impoverished communities.
 - a. Guatemala
 - *b. El Salvador
 - c. Ecuador
 - d. Cameroon
 - e. Mexico
2. **What religious figure was shot through the heart during a religious service in El Salvador?**
 - *a. Oscar Romero
 - b. Mother Teresa
 - c. Anna Rodriguez
 - d. Padre Cesare
 - e. Rev. Carlos Sanchez
3. **What was the weapon of choice for the bodyguards Batstone recruited to protect El Salvadorans working for social change?**
 - a. pepper spray
 - b. clubs
 - c. guns
 - *d. U.S. passport
 - e. immigration visa
4. **Whose life was the first saved from the death squads by Batstone and his bodyguards?**
 - a. Oscar Romero
 - b. Mother Teresa
 - c. Anna Rodriguez
 - d. Padre Cesare
 - *e. Rev. Carlos Sanchez
5. **How did the El Salvadoran government respond to Batstone's efforts to protect El Salvadorans?**
 - *a. banned him from entering the country
 - b. provided him money to continue his work
 - c. arrested him for interfering in local affairs
 - d. nominated him for the Noble Peace Prize
 - e. added his name to the death squad

6. What organization did Batstone develop in El Salvador as part of his Plan B?

- a. import/export company
- b. faux consulting business
- c. catering business whose true mission was to feed the poor
- *d. fake economic development agency
- e. community outreach organization

7. What became of Jim Morgan, who graduated from college with a degree in religious studies?

- a. imprisoned for impersonating a local agriculture specialist
- b. devoted himself to a life of prayer and solitude
- c. opened a yogurt shipping business
- d. became the head of the Salvadoran National Church
- *e. become a highly respected agronomist

8. What does Batstone believe is the first and hardest step to take in the fight “against human trafficking?”

- a. fundraising
- *b. the commitment to take action
- c. raising community awareness
- d. establishing a grassroots organization
- e. finding a charitable organization to join

9. Who informed many college students of the night commuters in Uganda?

- a. the U.S. government
- b. campus-affiliated nonprofit agencies
- *c. three college students from Southern California
- d. the Free the Children grassroots organization
- e. their college textbooks

10. What movie documents the life of night commuters in Uganda?

- a. *A Bed for the Night*
- b. *Safe no More*
- c. *My Life on the Road*
- d. *A Night to Remember*
- *e. *Invisible Children*

11. Where did Pierre Tami find a catering consultant to revive and make profitable the catering business he had begun out of the Hagar Shelter?

- *a. Perth
- b. London
- c. San Foca
- d. Los Angeles
- e. Cameroon

- 12. How many signatures does Joe Mettimano hope to gather on his “Children Should Never Be Soldiers” petition?**
- a. 90,000
 - b. 250,000
 - c. 600,000
 - *d. 1,000,000
 - e. 5,000,000
- 13. _____, promoted by Joe Mettimano and his team, give concerned citizens the chance to publicly show their support for the night commuters.**
- *a. Gulu Walks
 - b. Night Commutes
 - c. Virtual Night Walks
 - d. Non-violent protests
 - e. Civic gatherings
- 14. _____ would prohibit the delivery of military aid from the U.S. to any government that deploys children in armed conflict within its own ranks.**
- a. A bill proposed by Joe Mettimano
 - b. The Military Restriction Act
 - c. The Joe Mettimano Law
 - *d. The Child Soldier Prevention Act
 - e. The Night Commuter Act
- 15. In preparing her article for the *San Francisco Chronicle*, where did Meredith May gather her information?**
- a. interviews with current sex slaves
 - *b. a website created by sex predators
 - c. written statements of convicted sex traffickers
 - d. the memoirs of freed slaves
 - e. from her own experience
- 16. Who does Batsone believe will carry the abolitionist movement forward?**
- a. the United Nations
 - b. state law enforcement
 - *c. women
 - d. former slaves
 - e. families of current slaves
- 17. David Arkless is the senior vice-president of corporate affairs for _____, the world’s largest private employer.**
- a. Wal-Mart
 - *b. Manpower
 - c. McDonalds
 - d. Polaris
 - e. WorldCom

18. Which is NOT one of the agreements cited in the Athens Declaration?

- a. pledge zero tolerance for trafficking in human beings
- b. ensure all personnel comply with the company's anti-slavery policy
- c. develop a corporate strategy for anti-slavery that will permeate all company activities
- *d. guarantee employment to former slaves
- e. provide awareness training and education for the workforce

19. How many people live as slaves today?

- a. 500,000
- *b. 27 million
- c. 2 million
- d. 1 billion
- e. 10 million

20. Which organization is the world's oldest international human-rights organization?

- *a. Anti-Slavery International
- b. Coalition Against Trafficking in Women
- c. Bal Vikas Ashram
- d. Coalition to Abolish Slavery and Trafficking
- e. International Justice Mission

21. The main goal of _____ is to build the anti-trafficking movement by training emerging leaders, fostering youth empowerment, raising awareness about human trafficking, and encouraging linkages among social justice issues?

- a. Anti-Slavery International
- b. Church Mission Society
- c. Coalition Against Trafficking in Women
- *d. Campus Coalition Against Trafficking
- e. Coalition to Abolish Slavery and Trafficking

22. _____ was the first international non-government organization to focus on human trafficking, especially sex trafficking of women and girls.

- a. Anti-Slavery International
- b. Church Mission Society
- *c. Coalition Against Trafficking in Women
- d. Campus Coalition Against Trafficking
- e. International Justice Mission

23. _____ opened the shelter for trafficked women in the U.S.

- a. Anti-Slavery International
- b. Church Mission Society
- c. Coalition Against Trafficking in Women
- d. Campus Coalition Against Trafficking
- *e. Coalition to Abolish Slavery and Trafficking

24. _____ aims to identify victims, provide advocacy, and understand how to pursue justice for victims within a specific geographic region.
- a. Anti-Slavery International
 - *b. Florida Coalition Against Human Trafficking
 - c. Coalition Against Trafficking in Women
 - d. Free the Slaves
 - e. Coalition to Abolish Slavery and Trafficking
25. _____ is a human-rights research institution based at the Johns Hopkins School of Advanced International Studies.
- a. Anti-Slavery International
 - *b. Protection Project
 - c. Coalition Against Trafficking in Women
 - d. Free the Slaves
 - e. Sojourners

Essay Questions

1. “To whom much is given, much is expected” (Luke 12:48). Without a doubt, much has been given to U.S. citizens. Not all may be wealthy materially, but all are rich in personal rights and freedoms. Furthermore, the U.S. is a nation of laws—and those laws remain constant though leaders may change. The people of other nations are not always afforded these same luxuries. They may have few rights and may have their “laws” changed at the whim of the current leader. Consider the above quotation within the parameters that have been presented. Do you believe that the U.S. has an obligation to act to ensure all peoples have personal freedoms and rights? Discuss circumstances that might warrant the U.S. taking action and circumstances that would prohibit any such action.
2. Do you agree with Batstone’s belief in “the power of individuals to change the world”? Explain your position.
3. Briefly describe Batstone’s work in El Salvador in the 1980s. How did individuals without diplomatic status, money, or arms make a difference? What lessons can be transferred to the modern-day abolitionist movement?

Web Resources

U.S. Department of Health & Human Services—The Campaign to Rescue & Restore Victims of Human Trafficking

http://www.acf.hhs.gov/trafficking/rescue_restore/

An NGO working on social justice issues: Be the Change

www.bethechange.org

Additional Reading

To Plead Our Own Case: Personal Stories by Today's Slaves (2008). By Kevin Bales & Zoe Trodd. Cornell University Press.

Ending Slavery: How We Free Today's Slaves (2007). By Kevin Bales. University of California Press.

Multimedia Resources

Not for Sale [Documentary]

Slavery: A Global Investigation [documentary from Free the Slaves]

Engagement Opportunities

Research one of the anti-slavery organizations listed on pages 283-293. Write an essay that provides a description of the organization, a discussion of their successes and ongoing efforts, and ways one might get involved. How can you share the organization's accomplishments with your campus?

Download the *Not for Sale* Campaign's college toolkit to learn more about starting a group on campus and engaging in the abolitionist movement. Visit www.notforsalecampaign.org for more details.

Invite Zachary Hunter from Loose Change 2 Loosen Chains to campus to learn how a teenager is impacting his peers and taking a stand against modern-day slavery.

Start a \$10-a-month campaign in your local community. Find 10 businesses, 10 faith-based organizations, 10 student groups, 10 campus leaders, and 10 individuals to publicly commit to support an anti-slavery organization for \$10 a month for one year. See Bales' *Ending Slavery* for more details (pp. 233-234).

ASSIGNMENTS USED BY KENNESAW STATE UNIVERSITY FACULTY

1. Group Discussion/Public Speaking Assignment— Professor Ken Hill

Divide your class into six groups - basically one per chapter with 3-4 students in each group. While the class was to read the entire book, each chapter-specific group was asked to get together outside of class and prepare a 20-30 minute presentation. They had two objectives: (1) as a group identify and present the key ideas or points from the chapter (and not just a chronological or character review but ideas or concepts that they could recognize and connect with); and (2) each person in the group was to present a question (hopefully original) based on one of those concepts or ideas and facilitate the discussion of that question with the class.

2. Group Discussion/Public Speaking Assignment— Professor Deborah Mixson-Brookshire

Develop a 10-12 minute group presentation on the following issues relating to the common reader *Not For Sale*.

- Life lessons learned from the book
- Moral dilemmas in the book/relate to your group's personal lives
- Ethical situations within the book/relate to your group's personal lives
- Pros and Cons in regards to the book's messages/themes
- How can you make an impact and a difference in society through engaged citizenship?
- Comments/opinions about book
- How does this book topic affect the world today?

Presentation Requirements

- Be creative in your presentation (music, pictures, interaction with peers, and other visual aids are encouraged)
- Must present for a min. of 10 minutes and max. 12 minutes (Points taken off if under or over minutes)
- All group members must speak
- Must have at least one visual aid(s) (Slide show, posters, craft, etc.)
- No paper will need to be turned in
- Group evaluations, peer evaluations, professor evaluation will be considered as part of grade all group members may not receive the same grade
- You will be graded on organization
- Do not read from slides -- you may use note cards as a guide
- Have group meetings and take attendance
- Utilize everyone's strengths and make sure everyone is part of the group and makes a contribution
- PRACTICE!!!! PRACTICE!!!!!!!!!!!!
- Enjoy yourself and the experience

3. Writing Assignment—Dr. Keisha L. Hoerrner

Not for Sale: The Return of the Global Slave Trade—and How We Can Fight It

Now that you have had an opportunity to read and discuss Dr. Batstone's moving book, it is time for you to dig deeply into one aspect of human trafficking and utilize what you are learning about communication to think about engaging in the fight to end global slavery.

Step 1: Determine which aspect of slavery you plan to investigate. Choose from (1) sex trafficking, (2) bonded labor, (3) child soldiers, (4) sexual syndicates, or (5) child sexual exploitation.

Step 2: Find at least four research sources (not including Batstone's text) that will help you understand the issue. How large is this problem worldwide? Is there a specific region of the world that struggles with this aspect of human trafficking? Does this occur in the U.S.? If so, to what extent? What laws, treaties, or international agreements exist to combat this issue? Why aren't they successful?

** Choose credible research sources that will give you a greater perspective on the issue. Check out organizations such as Free the Slaves, Human Rights Watch, and the American Anti-Slavery Group for resources. The Department of Justice and the FBI sites are also good sources of information.

Step 3: Now it is time to write. Construct a 4-6 page essay that briefly explains this one aspect of global slavery and answers the questions posed in Step #2. (That should take about two pages.) Utilize the remainder of your essay to talk about how this aspect relates to the United Nations Millennium Development Goals, how it can be combated, and how individuals your age can play a positive role in bringing this aspect of slavery to an end. What communication tools can be used to help end this practice? What business and economics tools can be utilized? Try to end with some good news. Remember Margaret Mead's famous quote: "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."

Basic Requirements:

- Follow the guidelines on your syllabus for written assignments.
- Your essay must be 4-6 pages in length. (This does not include your reference page.)
- Your references should be written in either MLA or APA style. This includes the in-text citations as well as the references on a separate page. (There are great websites to help you with citation style if you are not familiar with MLA or APA.)
- Proof your work carefully to avoid grammar, spelling, and punctuation errors that will result in a grade reduction.

4: Ethics Bowl Assignment (based loosely on movie “Blood Diamond”)—Dr. Stephen Braden

Your assignment is to work within your group, which will be assigned in class, and prepare an argument based upon ethics. Look at ethics as being on a continuum: absolutism vs. relativism. Absolutism says that a person adopts “an absolute doctrine, principle, or standard,” (i.e. lying is “always” wrong). A person who adopts relativism agrees that beliefs exist “but are relative to the persons or groups holding them” (Dictionary.com).

Absolutism

Lying is always wrong

Relativism

Depends on the situation

Here is how the bowl will work (depending on how many students are enrolled in the section):

1. You will be assigned the scenario below.
2. Team One will face Team Two.
3. I will flip a coin to determine who goes first. If your team wins the flip, you choose which scenario. The other group decides whether they want to make their argument first or respond to your position.
4. Each team member has to verbally participate.
5. You will have six to eight minutes to state your case and say what you would do and why.
6. The responding team will have six to eight minutes to react. This team may agree, may try to make your case stronger, or may partially or fully disagree
7. I will ask questions of one or both teams after both have presented their case.
8. Each team will have three minutes to formulate up to three questions to ask the other team.
9. In midstream I may change the scenario.

Research on this topic is required, and sources must be cited.

SCENARIO ONE:

You just landed a new job. As a buyer for a company specializing in diamonds you will get to travel and will have the possibility of earning huge sums of money. That is very important to you as your aging mother needs expensive home health care, and you feel relief at the amount of salary and bonus incentives you can receive—maybe \$250,000 per year. Initially, you make \$65,000 the first three months, and life is great. In addition to taking care of your mother, you have a new Lexus and are looking at townhouses. Then, you see a TV special on travesties occurring in Africa, the diamond source. There is murder and mayhem caused by cheap diamonds. There’s an implication of modern-day slavery involved in the mining of the gems. You are horrified by the reporting. You go to your superiors who shrug off your concerns, saying their responsibility is to shareholders, not a corrupt political and economic system on another continent. You protest, claiming ethical and moral concerns and that you are going to seek diamonds that will cost more but will not be associated with the horrendous conditions. Behind closed doors your boss tells you that you have been doing a great job but that a decrease in profit margin is unacceptable. He tells you that if your ethics dictate you cannot

buy tainted diamonds then someone else will; you will lose your job; and what have you accomplished? Nothing will change in the war-torn area. Your mother has improved and is very happy. You hint that you might quit your job, and she goes into hysterics, saying it will cost her her life. What do you do?

5. English Composition Argumentation Paper—Dr. Ruth Goldfine

Description Essay 1 is an argumentation essay in which you take a position on a debatable/controversial issue [modern-day slavery] and support your position with logic and reason. Your support should take the form of textual evidence, authorities, examples, and statistics. You should write in the third-person voice (he, she, it, they).

To write a good argumentation (aka persuasive) paper, you must be passionate about your topic. Therefore, give a good deal of thought to topics you believe are worth arguing for (or against). Choose one aspect of modern-day slavery explored in *Not for Sale* as your topic. A good argumentation topic should be able to be stated as a question that, typically, requires a yes or no answer.

Also, because you will be using logoi (logical arguments) to support your position (i.e., thesis), you should not be using religious-based evidence or referencing religious writings (e.g., Bible, Koran, etc.). Such writings are only considered valid by those who share that faith—they will be meaningless as reliable evidence for someone from another religion.

Once you select a topic, you will analyze the issue, take a position, develop an argument, and present that argument in a coherent, logical manner.

Requirements

Length: 3-5 pages

Format: typed; double spaced; 1-inch margins; saved as Microsoft Word file OR .rtf file if created in another software. MLA documentation should be used for all citations

Contents: (1) Clear introduction that includes necessary background information to explain the issue, place it in context, and identify the opposing arguments and/or players

(2) Thesis statement, posed as a question or stated as an issue* (often, but not always, part of introduction)

(3) Statement of your position on the issue**

(4) Clear, logical presentation of your claims (i.e., arguments) supporting your position

(5) Sufficient, verifiable evidence to support your arguments (examples, textual evidence, statistics, etc.)

(6) Counterclaims (i.e., arguments of your opposition)

(7) Acknowledgement, accommodation (or concession), or refutation of counterclaims

(8) Five in-text citations referencing the ideas, conclusions, or comments of those who are authorities on the topic

(9) Conclusion that reinforces your position, reiterates your arguments, summarizes your key points, and/or emphasizes your position and its importance

(10) Minimum of three sources taken from:

- a. Scholarly journals
- b. Newspapers
- c. Newsmagazine
- d. Scholarly online databases

(11) Your common reader, *Not For Sale*, does not count as one of your three sources. When referencing the book, however, please use appropriate citation.

ABSOLUTELY NO WIKIPEDIA. Although you may refer to Wikipedia to gather general information and get started in your research (e.g., gathering keywords to search), you cannot use it as one of your three required sources, nor can you cite it in an in-text citation. Any information you take from that site should be verified from a scholarly source (which you would then cite in your paper).

* Electing to use a question or thesis statement will depend on the nature of your topic.

** Placement of your position statement (at beginning or end of essay) will depend upon the topic and the supposed audience.

GRADING RUBRIC FOR ARGUMENTATION PAPER

Author:

Date:

_____ / **120 CONTENT**

Debatable subject/issue focus of essay (i.e., thesis statement or question)

Clearly presented position on issue

Logical, reasonable claims

Sufficient, logical support for claims (e.g., anecdotes, statistics, authorities, textual evidence, examples)

Counterclaims

Refutation, acknowledgement, concession of counterclaims

No logical fallacies

Explicit tie to ***Not for Sale***

_____ / **30 INTRODUCTION**

Background information placing issue in context

Positions and players clearly identified

_____ / **30 CONCLUSION**

Clearly ends essay by supporting/achieving the purpose of the essay

Ties up all loose ends

Fulfills expectations of the reader

_____ / **45 ORGANIZATION**

Essay builds to logical conclusion

Smooth transitions between paragraphs and ideas

Claims/counterclaims presented in effective order to best support author's position

_____ / **30 STYLE**

Language use and approach appropriate for audience

Consistent and appropriate voice (i.e., person) throughout essay

Appropriate tone throughout essay

MLA documentation style used for all citations

_____ / **45 MECHANICS**

Few or no errors in punctuation, grammar, spelling

Meets stated requirements regarding formatting and presentation

_____ / **300 TOTAL**

6. Theatrical Reactions—Dr. James Davis

One of the foundational elements of Western acting is understanding a character's motivations. As a performer you must determine why Hamlet is hesitant to kill his uncle or why Hedda Gabler is hostile toward her husband. Even when playing the "bad guy" actors still need to understand why their characters behave in a specific manner. Developing this understanding generates empathy toward the character and gives an actor's work life and texture.

Beyond acting, this technique can also be applied to other areas of life. Developing empathy for others, and understanding their perspectives, allows you to see the world in a much more nuanced manner.

While it is easy to develop empathy for the victims whose stories are told in *Not For Sale*, I'm fascinated by some of the "bad guys" in the book—the police officer who refuses to acknowledge an abduction, the drivers who transport sex slaves, and the business owners who hire undocumented workers. Why do they do it? Are there cultural differences at play? Economic pressure? While these are minor "characters" in the book, to more fully understand the issues raised in NFS, we must make an attempt to understand the motivations of these individuals.

In this exercise, based on Augusto Boal's Forum Theatre techniques, we will perform short

improvised scenes based on the situations detailed in NFS. Actors will be asked to consider the circumstances and motivations for character on both sides of the argument. Your job as actors is to communicate your objectives and convince your scene partner that you are right.

7. Journal Entry Topics—Dr. Deborah Smith

For this assignment you will be keeping a journal in which you will write about the following topics in the order listed below. The journal may be in any style that you desire, and you may handwrite in ink (if I can read it) or type your journal. This is your opportunity to be creative so feel free to use color, draw or use different materials in your journal. Each entry should be at least one half a page long (if handwritten) or a quarter page long (if typewritten—single-spaced) on 8½ x 11” paper. Please feel free to write openly and honestly. I will not be grading you on your opinions, only on whether or not you complied with the assignment directions.

1. Prior to reading this book, what did you know, if anything, about modern-day slavery? Where did you previously learn about modern-day slavery?
2. Why do you think slavery is able to exist today? Isn't it considered illegal in most developed nations?
3. From Chapter 1—In some instances, Asian girls have been sold into slavery by their parents in order for the rest of the family to survive. Is this action justifiable? Why or why not?
4. From Chapter 2—Discuss the ways slaveholders exploit the slaves. Why has a slave's lack of education at times contributed to his/her enslavement?
5. From Chapter 3—Do you think there will ever be an end to the war in Uganda? What would be necessary to bring about peace? Why has peace not been attainable yet?
6. From Chapter 4—Discuss the role of local police and the U.S. government in perpetuating and/or attempting to end the sex slave trade. What is successful? What is not successful? What should be done differently?
7. From Chapter 5—Discuss the social and cultural mores that might dictate whether a freed slave will return to their families. How do these mores affect the slaves' views of themselves? Their opportunities? Their futures?
8. From Chapter 6—Discuss the trends in the U.S. identified by the report: Hidden Slaves: Forced Labor in the United States (see page 228). Are these trends a surprise to you? What might be the reasons for some of them? What can be done to turn them around?
9. From the Conclusion chapter - Discuss the various actions activists might take, as presented by the author in this chapter. Could you do any of these? What actions could you take as a student today?
10. You will have the opportunity to meet Mr. Batstone, the author of *Not For Sale*. What would you like to ask him and why?

*Thanks to my colleague in the Dept. of First-Year Programs, Dr. Ruth Goldfine, for creating questions #2 - 9.

David Batstone is professor of ethics at the University of San Francisco and is the author of *Saving the Corporate Soul & (Who Knows?) Maybe Your Own*, which won the Nautilus Award for "2004 Best Business Book." For the last six years, David Batstone was executive editor of *Sojourners* magazine and the creator of the *SojoMail* e-zine. He also serves as senior editor of the business magazine *Motto* and was a cofounder of *Business 2.0* magazine. Batstone appears regularly in *USA Today's Weekend Edition* as "America's ethics guru."

Visit www.notforsalecampaign.org to join the cause.

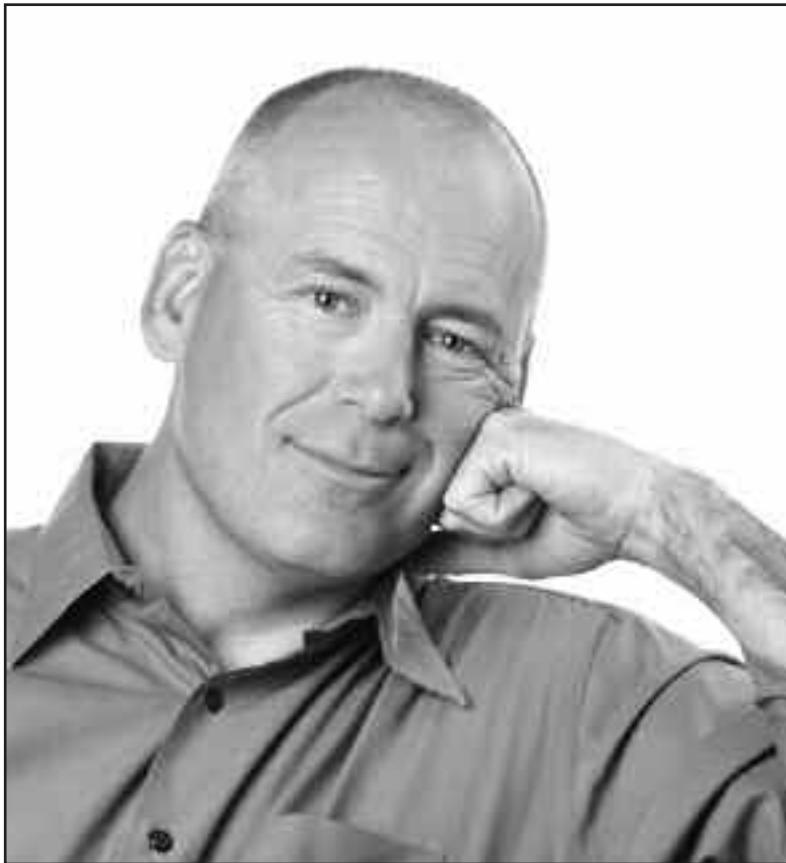


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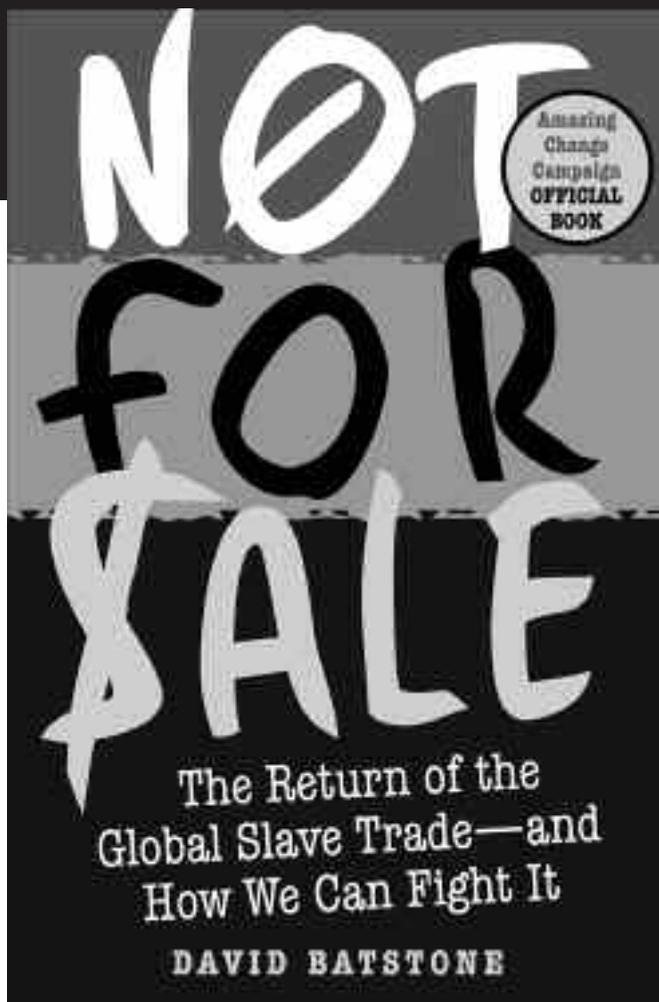
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- Get free videos and songs sent to your cell phone or email
- Support the abolitionist groups that you read about in *Not for Sale*
- Get updated research and breaking news on fighting slavery around the globe
- Read timely commentary from David Batstone, Kay Buck, Gary Haugen, and other leading abolitionists
- Find out where you can volunteer
- Meet other people who share your passion
- Make a difference

**I am not for sale,
You are not for sale.
No one should be for sale.**

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