Introduction

Trafficking in human beings is a complex phenomenon with many dimensions. For instance, trafficking may be approached as an issue of migration or organized crime that affects State security, but it may also be viewed as a threat to the individual’s human rights, since trafficking encompasses a spectrum of human rights abuses. Individuals are trafficked for numerous reasons, including for prostitution, domestic or agricultural labor, or exploitation in any number of commercial activities. The common thread is the reduction of the trafficked human being to a commodity, generating profits for his/her trafficker.

Responses to trafficking must be multi-disciplinary and well-coordinated because a variety of actors are involved in addressing different aspects of the problem. Often, the various actors have different and sometimes conflicting objectives. Since the adoption of the UN Palermo Protocol in December 2000, States have agreed upon a definition of trafficking in human beings and initiated efforts to prevent and to respond to the problem. These measures have included awareness campaigns, legislative reform, and the development of national action plans and national coordinating bodies to address the issue. Practical co-operation between national bodies, international and nongovernmental organizations has played an important role, particularly in the area of identification of victims and protection of their fundamental rights. We will look at how the so-called “three P” approach – meaning prevention, prosecution and protection – can be a useful framework for approaching the issue of trafficking.

In this course, students will gain an overview of the issue of trafficking, including its extent, relation to other criminal activities, victims and perpetrators. We’ll study the causes and consequences of human trafficking, including a deeper look at trafficking for the purposes of prostitution. The course will furthermore consider the most important developments in the legal and policy framework to address trafficking at European and international level, and evaluate the practical implementation of such measures.

Class time: Tuesdays (Blocks 5 & 6) 14:50-17:45
Location: Vestergade 10-A12

Lecturer

Anne Brandt Christensen

BA and MA in Law (University of Copenhagen, 1995) Admitted to the Danish Bar, licensed to practice as Advokat. Worked 2007-08 as Legal Advisor and Project Coordinator at the Danish Red Cross, Asylum Department, focusing on trafficking in Denmark. Has represented the Danish Red Cross nationally and internationally in trafficking issues. Is the chairman of the non-profit NGO Hopenow, www.hopenow.dk, which works for and with women, in particular African women, trafficked to Denmark. Works as Senior Manager, Corporate Responsibility with Deloitte. With DIS since 2007.

E-mail: abrandtchristensen@gmail.com Mobile: +45 2022 5598.

Unless students are otherwise advised, Anne will instruct and/or be present at all sessions.

DIS Staff Contact Info
This course falls under the Migration and Identity Program. If you have any questions or concerns with this course, please see one of the following people:
Course Objectives
The course aims to provide students with a definition of trafficking in human beings as distinguished from related phenomena, and a basic understanding of the extent of trafficking in human beings at both the global and the European levels. Students will also be provided with an overview of current responses in legislation, policy and practice at the international, European and national levels. Attention will be paid to trafficking in various forms as a violation of several fundamental rights of the individual and measures to protect the human rights of trafficked persons.

By the end of the course, students should:

1. be familiar with internationally-agreed definitions of trafficking in human beings and know how to distinguish the latter from related phenomena, such as smuggling;
2. Understand principal causes of trafficking;
3. Understand in what sense trafficking in human beings constitutes a violation of fundamental human rights, and be aware of human-rights based critiques of anti-trafficking activities;
4. Have a basic understanding of the legal and policy framework and national responses surrounding trafficking, including international and regional instruments (e.g. Palermo Protocol, Council of Europe Convention);
5. be familiar with the various approaches to trafficking as a problem of migration, crime, human rights, labour, etc.; and
6. be able to critically analyze several of the key points of contrast among various approaches and views of the issue and be able to substantiate positions with references to reliable sources of information.

Teaching Methods
The course is taught using a variety of methods, from lectures to interactive approaches. Lectures will be given by the course instructor as well as by guest lecturers with a range of expertise gained through practical experience in areas relevant to the course’s themes. Interactive approaches will include group work, debates, discussion, student presentations, films and field studies.

The course: Themes
The sessions will cover four main themes throughout the semester as follows:

Theme I: What is trafficking and why does it occur?
The initial part of the course provides a general introduction to the topic by first clarifying definitions and distinguishing trafficking from related phenomena, such as smuggling. This part of the course will also give students a broad overview of the scope and dimensions of the problem at both the global and the European levels. Key actors in the field of trafficking will be identified, as will patterns of global and European trafficking. Root causes of trafficking such as poverty, lack of security, economic crisis, gender inequality, weak states and conflict can drive people into the hands of the traffickers, thus transforming vulnerable persons into mere commodities who generate profits for their exploiters.
Theme 2: Legal and policy framework
This theme will focus on the legal and policy framework which has thus far been established to prevent trafficking, prosecute traffickers and protect victims. These sessions will examine the measures adopted by the United Nations, Council of Europe, European Union and national governments.

Theme 3: A human rights perspective on trafficking
This theme of the course will examine what human rights standards have to tell us about trafficking as a threat to human dignity and to the inherent rights of the individual. We will look at the responsibilities of the state to protect at risk groups and to prosecute traffickers.

Theme 4: Institutional responses to trafficking in human beings
This theme focuses on how international intergovernmental and nongovernmental organizations have responded to the problems posed by trafficking. We will also look at national responses, such as National Action Plans and National Referral Mechanisms, with a particular eye to Danish practice.

In addition, an additional theme will be interwoven throughout the various phases of the course:

The various manifestations of trafficking
Throughout the course we will explore the various types of exploitation trafficked persons face. Trafficking for prostitution, forced labor, and domestic servitude/labor will be looked at as well as child trafficking and the trafficking of human organs.

Evaluation
Evaluation of students' work during the course will be based on five principal components, with the following relative weight:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Final Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>30% (divided equally among ordinary participation and book presentation, see below for further details)</td>
<td>Ongoing Book presentations on March 16</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>25%</td>
<td>March 16, start of session</td>
</tr>
<tr>
<td>Book report (Somaly Mam)</td>
<td>20%</td>
<td>Due on April 20</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
<td>May 12</td>
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</tbody>
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Class Participation
The evaluation of class participation is broken down into two subcomponents, each worth 50% of the total 30% assigned to this part of the grade.

The “ordinary participation” part of the grade includes the following aspects:

Attendance: attendance in all classes and field studies is mandatory. See academic handbook for further information. You are urged to be punctual, particularly where guest lecturers and/or films are concerned.

Preparation: preparation for each lecture is a course requirement. See reading list included in this syllabus. Please be aware that there may be slight changes in the reading assignments during the course and various handouts will also be distributed, but you will be provided with ample time...
to properly prepare.

**Participation**: active participation in all class sessions is required, and forms an important part of the student's grade for this component. Participation should preferably reflect the student's critical capacities and knowledge of the course material (see “preparation” here above).

The aim of the student should be to contribute constructively to forwarding meaningful, relevant dialogue and discussion among the group; in practice, this means that expression of one's personal views should be backed up by references to pertinent readings, materials, etc.

**Mid-term Exam**
The midterm exam will be comprised of short answer, true/false and 'short-essay' (5-10 sentence answers) questions. Students will have 45 minutes to answer the test. It will cover all the material dealt with up to that point in the course. The midterm will take place on **Tuesday, March 16th**, at the beginning of the class session on that day.

**Final exam**
The final exam will be comprised of a combined essay and short-answer test. The final exam will take place on **Wednesday, May 12th from 15:00 – 17:00 in (Location TBA)**.

**Field Studies in Copenhagen**
Field studies will be arranged to the US Embassy and to the Red Light Area of Vesterbro in Copenhagen.

1. **US Embassy**
   **Wednesday, April 14, between 1pm and 5pm**, at the US Embassy. The exact time will be announced closer to the date.

2. **Red Light District Tours**
   **Monday March 22 and Tuesday March 23**, the exact time will be announced closer to the date, but *expect 8pm – 11pm*. We will meet in **7-31** for an introduction to the tour. There will be 2 tours in order to divide the class into two smaller groups. Students will be assigned to a tour by the instructor.

**Films**
Several films will be shown during the course.

**Four documentaries** will be shown during ordinary class times on **February 2, February 9, February 23 and May 4**. At least one of the filmmakers will be present at the relevant session, to discuss the films directly with the class. They will provide insights into the background to the films in relation to their work with victims of trafficking. Students are encouraged to ask relevant questions.

There will also be a **film night** during the course. It is considered an integral part of the course and attendance is **obligatory**: **Monday February 1, 6:00pm-8:30pm “Lilja 4-Ever” – room A-12**.
Readings

Obligatory readings are listed here below, divided according to class session. Those readings included in the compendium which do not appear here below in the Syllabus are optional, with the exception of the Rahila Gupta and Somaly Mam texts (see below). Further obligatory and optional readings (in limited quantity) may be distributed periodically during the course, always in good time to allow students to prepare. Every effort has been made to distribute the reading load reasonably equally throughout the semester. Check the required readings for each class as materials may be available on-line or on Black Board, but not included in the compendium.

All students are expected to read an assigned chapter of the book by Rahila Gupta, Enslaved, the New British Slavery, (London, Portobello Books, 2007). Reading the whole book is optional. On Tuesday March 16 students are required to give a group presentation in class on their assigned chapter. More information will be give during the first course session on January 26.

All students are expected to read the entire book by Somaly Mam, the road of lost innocence (Virago Press, 2008). Students are required to write a short report about the book. The report is due by Tuesday April 20 at the beginning of the class, and may be submitted in hard copy or by email to abrandtchristensen@gmail.com. Please note that book reports will not be accepted after the deadline. More information will be given during the first course session on January 26.

Course Schedule

Sessions 1. & 2.
Tuesday January 26: Introduction & What is Trafficking? What are Root Causes of Trafficking?

We go through the syllabus and discuss course content, organization, grading and other relevant issues that may arise. Expectations regarding the course on the part of the students and the instructor will also be discussed.

We then continue to look at the key elements of trafficking and provide clarity on relevant definitions in order to ensure a common basis for further discussion. Students will learn how to recognize the nuances that distinguish trafficking from related phenomena such as smuggling and slavery.

Required reading for our first session:

- Good Practices in response to trafficking in human beings, Cooperation between civil society and law enforcement in Europe, Danish Red Cross, 2005, pp. 16-39. The reading will be made available on Black Board.

Questions to be addressed include:
What is trafficking in human beings? How can trafficking be distinguished from smuggling? What are the different perspectives/views of trafficking of human beings? Does the perspective matter when we look at trafficking, for instance in our efforts to prevent it? What are some of the principle root causes of trafficking? How best can these root causes be addressed? Can we point to any successful prevention activities? How can success be measured? What factors play a role in creating demand for the work of trafficked persons?
3. Film Evening – Monday February 1 at 6pm-8.30pm
(Discussion following the film)

Lilja 4-Ever
Directed by Lukas Moodyson
104 minutes

Lilja 4-Ever tells the story of teenage girl, who was abandoned by her mother and left alone to fend for herself in a former Soviet republic. She falls in love with a young man who promises that she can join him and find legal work in Sweden. He deceives her and she is trafficked to Sweden and forced into prostitution.

The movie illustrates several root causes of trafficking such as socio-economic crisis, child neglect and violence against women. Following her story from her country of origin to Sweden, the film also shows how difficult it is for a trafficked person to seek assistance and protection, even if they manage to escape their traffickers.

Sessions 4. & 5.
Tuesday February 2: Global Overview of trafficking and how to define trafficking in human beings? FILM: Affected for Life

The session will provide a basic overview of the phenomenon of trafficking in human beings. In so doing, it will consider the scale of human trafficking at the global level, with a view to statistics, patterns and trends on perpetrators, prosecution, victims, causes, links with other criminal activities and more. We will focus on the legal definition of trafficking as found in the UN “Palermo” Protocol and watch the UN-film Affected for Life.

Required reading
- United Nations Office on Drugs and Crime (UNODC), Trafficking in Persons: Global Patterns April 2009, the Executive summary

Questions to be addressed include:
What is a country of origin, transit, and destination? What different estimates exist as to the number of persons trafficked annually at global level? Why is it so difficult to come up with accurate statistics on the phenomenon? What is the profile of a victim of trafficking and that of a trafficker?

What are the elements of the UN Protocol definition of trafficking? How did we arrive at the UN Protocol definition of trafficking and what is its significance? Have the Scandinavian countries ratified the Palermo Protocol?

Sessions 6. & 7.
Tuesday February 9: Guest Lecturer Michelle Mildwater. Documentary “When
the Moon is Dark”. Legal and Policy Framework of The Council of Europe and The European Union

Michelle Mildwater is a social worker and therapist in Copenhagen. She has been working with trafficked women from Africa for a number of years, and she facilitated the making of this documentary.

The documentary recounts the (true) story of two Nigerian women, Joy and Anna, who were trafficked to Denmark for prostitution and later expelled to Nigeria. Michelle will talk about the making of the film and various aspects of trafficking in human beings from the perspective of her work in this area. She will focus in particular on women from Africa who are trafficked to Europe for the purposes of prostitution.

Following the guest lecture we will focus on the Council of Europe's 'Convention on Action against Trafficking in Human Beings' as well as the key EU anti-trafficking initiatives.

Required reading
- Factsheet on Council of Europe Convention on Action against Trafficking in Human Beings
- Council of Europe Convention on Action against Trafficking in Human Beings
- Speech by Maud de Boer Buquicchio, Deputy Secretary General of the Council of Europe, Embassy Luncheon on “The Council of Europe Convention on Action against Trafficking in Human Beings: the European Approach to Combat the Problem”

Questions to be addressed include:
What are the most important differences between the Palermo Protocol and the Council of Europe Convention, with regard to protection of the rights of trafficked persons? How do the two conventions differ vis a vis monitoring of their implementation? How has the EU addressed human trafficking? Have the Scandinavian countries ratified the Council of Europe Convention?

Sessions 8. & 9.
Tuesday February 16: Trafficking of Children. Guest lecture Casper Smidt, Danish Red Cross Asylum Department
We will start this session with looking at the legal frame work of Children’s rights and how minors should be protected in trafficking situations. The second half of the session Casper Smidt, who is a pedagogue with more than 10 years of experience of working with unaccompanied minors at the Danish Red Cross, will guest lecture about his work since 2005 with trafficked - or presumed trafficked - minors. Casper has also worked as a social worker doing outreach work aimed at young people in the streets of central Copenhagen.

Required reading
- UN Convention on The Rights of the Child, UN, 1989
- Reference Guide on Protecting the Rights of Child Victims of Trafficking in Europe, UNICEF, 2006, pages to be assigned
- Additional readings may be assigned

Sessions 10. & 11.
Tuesday February 23: Trafficking as a Human Rights Issue. Documentary “Girls for Sale” (with possible guest lecture TBC by Jens Høvgaard)
The session will consider the trafficked person as a “rights bearer”. We will look at the implications
of considering trafficking from a rights-based perspective and consider what specific rights can be violated when an individual is trafficked.

**Required reading**

- Guidelines on International protection, UNHCR, April 2006, pp. 1-17

Questions to be addressed include:

What is a human right? What is a human rights violation? To what violations of her/his rights might a trafficked person be subject? What responsibilities do states have vis a vis victims of trafficking? Is it possible that anti-trafficking measures may at times infringe upon the trafficked person’s enjoyment of his/her human rights?

Jens Høvgaard - journalist, filmmaker and activist - has written numerous articles about trafficking in human beings. In 2007, he wrote a book and made a documentary about his trip to Romania in 2005. During the trip, he went undercover as a trafficker seeking to purchase women for prostitution in a night club in Copenhagen. On the streets of Bucharest, he paid 2000 Euros to purchase a young woman, Carmen, from traffickers. We will watch the documentary he made about the experience, and Jens will, if possible, be present and answer questions about trafficking in human beings, about the writing of his book and the making of the documentary.

**Long Program Study Tours – No session on Tuesday, March 2**

**Sessions 12. & 13.**

**Tuesday March 9:** Guest lecturer: Trine Mygind Korsby *Young trafficked women in Italy. National Action Plans and National Referral Mechanisms*

Trine Mygind Korsby, who has worked intensively with human trafficking for several years, holds a Master's degree in Anthropology from the University of Copenhagen. Her master's thesis is based on 6 months of anthropological fieldwork (and a three month follow-up period) in a shelter for young female victims of trafficking in Italy. The thesis gives a unique ethnographic insight into the world and conditions of young victims of trafficking.

Trine’s interest in human trafficking and its consequences started when she worked as an intern at the Danish Delegation to the OSCE (Organization for Security and Co-operation in Europe) in 2005. Trine has also worked at the Danish Institute for Human Rights. She has recently given several presentations about her work to organizations such as Save the Children Italy and UNICEF. Trine currently works with the Danish national Center against Human Trafficking.

Following the guest lecture students will become familiar with the National Action Plans (NAPs) to prevent and to combat trafficking in human beings as well as to assist trafficked persons. This session will also introduce National Referral Mechanisms (NRMs).

A National Referral Mechanism (NRM) is a co-operative framework through which state actors fulfill their obligations to protect and promote the human rights of trafficked persons, co-ordinating their efforts in a strategic partnership with civil society.

**Required reading**
Questions to be explored include:
What are the recommended components of a National Action Plan (NAP)? What are the key components of a National Referral Mechanism (NRM)? What principles underpin the creation of an NRM? What tools and methods are recommended for establishing an NRM?

Sessions 14. & 15.
Tuesday March 16: **** SHORT ANSWER TEST – 45 mins. ****
Book presentations "Enslaved " and Trafficking of boys and men
This session begins with a short answer test. Students will then do presentations in class of the assigned chapters of Rahila Gupta's book, Enslaved, the New British Slavery.

FIELD STUDY – Monday March 22 and Tuesday March 23, TBC but expect 8pm-11pm
Tour of Red Light District, Copenhagen. Guest lecturer on the Field Study: Casper Smidt, the Danish Red Cross Asylum Department

This visit to the Copenhagen Red Light District, students get a glimpse into the real, on the ground conditions in which persons trafficked into prostitution are obliged to operate. The class will be divided into two smaller groups and assigned to the tour either Monday or Tuesday evening. Further information will be given in class.

Casper Smidt from the Danish Redcross will be our "guide" during this evening’s field study. You cannot bring a camera for this evening program.

We will start with an introduction to the program for the evening, some historic background information on the area and prostitution in Denmark and then talk about the area and activities there today. The walk should take about half an hour.

After the walking tour we will gather again at a cafe for a debrief and talk about what we have seen. The evening will end at 11pm.

Sessions 16. & 17.
Tuesday March 23 : Trafficking in the Americas and working with governments to combat trafficking. Guest lecture Linda Eriksson, Liaison and Project Officer, IOM Copenhagen. Trafficking for the purposes of forced labor
Linda Eriksson will guest lecture on the topic of Trafficking of human beings in the Americas share the experiences she has gathered from working at IOM with governments in South America in their efforts to combat trafficking. Linda has a Masters degree in International Business Administration and Economics from Umea University in Sweden, and has been working with the International Organisation for Migration (IOM) in Colombia and Nicaragua since 1999 on a wide range of programmatic issues, including emergency and post-conflict, migration and health, migration and development, as well as gender and counter-trafficking. Before joining IOM, Linda gained experience with UNDP in Honduras and Guatemala. Today, Linda is working as Liaison and Project Officer as the person responsible for the newly opened IOM office in Copenhagen, Denmark.

Following the guest lecture we will continue with looking at trafficking for exploitation in forced labour. The number of people exploited in forced labour is considered far greater than the number estimated to be exploited in prostitution – why is that then much less visible in the media or less
talked about? Does dangerous, dirty and low paid work equal forced labour? How do we define forced labour and why does it exist?

**Required reading**

- A Global Alliance against Forced Labour, ILO 2005, pp. 1-18
- *Forced labour and trafficking in Europe: how people are trapped in, live through and come out*, Beate Andrees, ILO Working Paper No 57, 2008, Available ON-LINE or on Black Board, pages will be assigned

**March 27th and April 11th – Travel Break – No sessions**

**Sessions 18. & 19.**
**Tuesday April 13: Trafficking of boys and men & Work of non-governmental and international organizations**

In this session we will look into the topic of trafficking of boys and men.

Questions to be addressed include:

Does trafficking of boys and men exist, and if so where? How is it addressed? What are the issues? What is the response needed?

**Required reading**


International organizations play a key role in combating trafficking in human beings. This session will provide an introduction to the work of several key agencies working in this field. Many non-governmental organizations (NGOs) are also engaged in the fight against trafficking and often play a crucial role in providing services to at-risk groups and those who have been trafficked. During this session, students will become familiar with the work of NGOs active in this area.

**Required reading**

Students should review the mandate and core activities of **international organizations** by visiting their web sites including:

- International Centre for Migration and Policy Development (ICMPD)  
  [www.icmpd.org/default.asp?nav=activities&folderid=403&id=-1](http://www.icmpd.org/default.asp?nav=activities&folderid=403&id=-1)

- The Organization for Security and Co-operation in Europe (OSCE)  
  [www.osce.org](http://www.osce.org)

- International Organization for Migration (IOM)  

- International Labour Organization (ILO)  
  [www.ilo.org](http://www.ilo.org)

- United Nations Office for Drugs and Crime (UNODC)
Students should review the mandate and core activities of **non-governmental organizations** by visiting their web sites including:

- **Anti-Slavery International**  Available at [www.antislavery.org/homepage/antislavery/about.htm](http://www.antislavery.org/homepage/antislavery/about.htm)
- **Global Alliance Against Traffic in Women** Available at [http://www.gaatw.org/](http://www.gaatw.org/)
- **La Strada** Available at [www.lastradainternational.org/index2.htm](http://www.lastradainternational.org/index2.htm)
- **Human Rights Watch** Available at [http://hrw.org/](http://hrw.org/)
- **Red Cross** Available at [www.drk.dk/trafficking](http://www.drk.dk/trafficking)
- **Save the Children** Available at [www.savethechildren.net](http://www.savethechildren.net)
- **Free the Slaves** Available at [www.freetheslaves.net](http://www.freetheslaves.net)

**Questions to be explored include:**

- What are the mandates of the organizations and which/whose interests do they guard? What do these organizations have as their focal points and what type of work do they do? Can we group the organizations according to the interests they guard?

- Which NGOs are active in combating trafficking and assisting victims? What different roles do NGOs play in combating trafficking? How do their efforts complement the work of governments and international organizations? What activities are NGOs often the best qualified to fulfil? How do the mandates of these organizations differ? Is trafficking the sole focus of all the organizations? What are the differences in the ways in which each of these organizations approaches trafficking as an issue? What work do the organizations actually do? What actions do they undertake? Can such work have a real, tangible impact on the problem of trafficking?

**FIELD STUDY - Wednesday April 14, between 1pm-4pm, the exact time T B C – American Embassy in Copenhagen – Responses to trafficking: Trafficking in the United States**

- **IMPORTANT:** YOU MUST BRING VALID PICTURE ID

Students will be introduced to how the issue of trafficking in human beings is dealt with in and by the United States.

We will meet outside to the left of the American Embassy (not right in front) to go through Security on Dag Hammerskjolds Alle 24, 2100 København Ø, a few minutes away from Østerport Station.

Please note that NO batteries, cell phones, memory sticks, lap tops, I-pods, chargers or any other electronic devices are allowed into the Embassy but must be checked in at the security desk. Students are responsible for reclaiming their own belongings at Security after the visit. You are strongly advised to bring as few things as possible with you on this Field Study to speed up the security process going in and the process of exiting the Embassy following the visit.

Required reading:

Fact sheets re Anti-trafficking measures in the US **(will be made available on Black Board)**

**Sessions 20. & 21.**  
**Tuesday April 20:** The role of law enforcement – Guest lecture Anders Lisborg, Special Consultant, M.A, National Centre of Investigation (NCI), Danish National Police.  
**Stories of trafficking from the victims' perspective.**

***Book report on Somaly Mam's book *the road of lost innocence***

Law enforcement plays a crucial role in the investigation of criminal acts related to trafficking and the initial identification of suspected trafficked persons. New legislation and training has strengthened their ability to combat trafficking. This session will introduce students to the practical work undertaken by law enforcement and the challenges they encounter in dealing with cases of trafficking.

Following the guest lecture we will review cases of trafficking from the victim's perspective and talk about Somaly Mam's book *the road of lost innocence*.

Questions to be explored:
What kind of assistance or help is it that victims of trafficking would like? What make a difference to their life post-trafficking? What was it like to be trafficked?

**Required reading**
Somaly Mam's book *The road of lost innocence* and additional readings will be handed out or made available on Black Board.

**Note:** The book report on Somaly Mam's book *the road of lost innocence* is due at the beginning of this class

**NB - NO session on Tuesday, April 27 – NB**

**Sessions 22. & 23.**  
**Tuesday May 4:** Trafficking of human organs – Documentary: *Kidney on Ice*. Review, preparation for final exam, feedback and evaluation

We will watch the documentary *Kidney on Ice* (2008, Danish Doc Production, by Anja Dahlhoff)

*Kidney on Ice* looks at organ trafficking from a variety of perspectives, exploring the tragic stories of people selling their organs and those who desperately need a transplant. The different issues around organ transplantation are also highlighted by interviews with professionals in the field.

**Required reading**
Handouts will be made available on Black Board.

The last session of the semester will be devoted to student questions and exam preparation and feedback from students regarding the course, evaluation of its strengths and weaknesses.

**Final Exam:** Wednesday, May 12th from 15:00 -17:00 in (Location TBA).