

1-2012

## SOCI 488.01: Prostitution and Human Trafficking

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## **Sociology 488.01: Prostitution and Human Trafficking**

Undergraduate Version

Spring 2012

Course Meeting: T/Th 9:40–11, SS 330

**Dr. Teresa Sobieszczyk**

**Office Hours:** M W 2:15-3, Th 12:45-1:45 or by  
appointment

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**COURSE DESCRIPTION:** This course provides an introduction to prostitution and human trafficking. We will explore the local, national, and global incidence of these phenomena, their causes, implications for individuals and society, and responses from non-governmental organizations and governments. Student performance will be evaluated through several reading question assignments, two longer papers and drafts of each, attendance and participation in class, and peer reviews and responses to those reviews.

### **LEARNING OBJECTIVES:**

1. To explore the social meanings and the structural relations of power regarding prostitution and human trafficking
2. To develop a sociological understanding of the structure of the globalized sex industry and human trafficking and their impacts on individuals, families, economies, and societies
3. To examine the organization of global trafficking and the global sex industry and understand how they generate power and profits for some and exploitation for others
4. To acquire knowledge about current governmental and non-governmental responses to social problems regarding human trafficking and the sex industry
5. To develop analytic, research, and writing abilities by completing two formal papers on topics related to prostitution and human trafficking
6. To demonstrate information literacy skills, including citation methods appropriate to senior undergraduate and post-graduate students
7. To develop the ability to respond to and incorporate criticism and advice from other students and the instructor into revised papers

### **SEMINAR FORMAT, CLASSROOM ENVIRONMENT, AND ACADEMIC HONESTY:**

Keep in mind that this is a seminar. More than other courses, a seminar depends on the steady work, commitment, and engagement of all participants. Seminars can be engaging and thought-provoking spaces. In order for that to occur, we all need to participate equally and respectfully through, first, thoughtfully reading (and digesting!) the material for each week, and second, listening and speaking in class. You will find that the greater your participation in this class, the more your educational and social experiences this semester will be fully enriched. My expectations in this seminar are that everyone will attend all class sessions and everyone will participate in each class discussion. Additionally, I would expect to see those who are more talkative making space for and encouraging those members who are typically quieter. Similarly, I would hope to see those who are typically quieter take opportunities to voice their ideas. I encourage you to view this course as a place to build community through conversations relevant to the study of prostitution and trafficking.

From time to time, we will critique each other's work. Please treat each other and each other's ideas respectfully. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review on-line at <http://life.umt.edu/VPSA/name/StudentConductCode>

**READINGS:** All students should purchase the following two books:

1. Albert, Alexa. 2001. *Brothel: Mustang Ranch and its Women*. New York: Ballantine Books.
2. Weitzer, Ronald. 2010. *Sex for Sale: Prostitution, Pornography, and the Sex Industry*, 2nd ed. New York: Routledge.

The books are available in the campus bookstore and are on reserve in Mansfield Library.

Additional assigned readings will be available through the ERES system. You can access ERES for this course through the library catalogue under course reserves or at <http://eres.lib.umt.edu>. Look up my last name and select SOCI 488 as the course. The password you will need is SOCI488. You may download and print assigned readings at any computer lab on campus or print from home (if you have the necessary file readers and computer programs). Paper copies of the additional readings are also available at the regular reserve desk in Mansfield Library.

**GRADING:**

Attendance, Participation, & Preparation	10 percent
Reading Questions	25 percent
Prostitution Analytical Paper & Draft	30 percent
Trafficking Comparison/Contrast Paper & Draft	<u>35 percent</u>
Total	100 percent

The plus/minus system will be employed in this course (e.g. A = 100 - 93, A- = 92-90, B+ = 89-87, B = 86-83, B- = 82-80, etc.). All materials (books, videos) borrowed from Dr. Sobieszczyk must be returned by the final exam for the class or you will earn an 'Incomplete,' which will remain on your record until the materials are returned or replaced.

**CLASS PARTICIPATION, PREPARATION, FACILITATION, & IN-CLASS WORK (15%)**

The success of the course depends on you! In order to facilitate lively classroom interactions, I expect you to complete assigned readings and other class assignments prior to the class for which they are assigned. You should be prepared to discuss the day's readings and assignments in class. I will take attendance daily and assign the following scores:

- 0 = absent with an insufficient excuse or no excuse
- 1 = absent with a sufficient excuse (e.g. death of immediate family, illness, court appointment, attending an academic conference)
- 2 = present but not well-prepared and/or inactive
- 3 = present for the entire class, well-prepared, and participating actively

(Note—if you frequently dominate discussions, your participation should include efforts not to dominate the discussion and to involve others, e.g. by asking questions of them). Students who are tardy or who leave class early will lose points. Another part of this score will be any writing exercises or other activities we conduct in class. Keep in mind that activities missed in class may not be made up. Students who miss a class should be sure to obtain the class notes and announcements from a fellow classmate.

The remainder of this score will be facilitation or co-facilitation of class discussion once this semester. To prepare for this facilitation you will need to do the following:

- (1) In advance of the class you are leading, prepare and type out 4-6 critical thinking/discussion questions about the assigned readings for that day
- (2) Make enough photocopies for the class and Dr. Sobie and distribute them during class
- (3) Facilitate a discussion on the reading/topic for at least one hour of the class. I will aid you in this facilitation.

A sign-up sheet for this assignment will be distributed in class.

### **READING QUESTIONS (25%)**

During the term, you will also be required to submit succinct, clearly written, appropriately cited responses to eight (8) of 11 sets of reading questions for the articles assigned for a given day. Your responses to the reading questions may be typewritten or handwritten if your writing is neat. If you use statistics, direct quotations, or unique arguments from an article, you MUST cite them appropriately or you will earn a zero for that assignment (see Chicago method of citation detailed at the end of the syllabus). Note that the bibliographic information you will need for your citations is listed in the reading assignment section of the syllabus. You may print reading question assignments back-to-back or on recycled paper, but emailed assignments will not be accepted. Late reading questions sets will *not* be accepted, but they may be submitted in advance or sent with a fellow student. Reading question assignments are due at the beginning of class on the date listed in the syllabus.

I strongly suggest that you back up your work and print out the assignment the night before it is due to take care of any printing problems. In a worst case scenario, you may submit a handwritten assignment if your printer or computer fails. Please proofread each paper submitted in this class. Also take advantage of the on-line tutors at the Writing Center, who can help you work on your writing problems: <http://www.umt.edu/writingcenter/>

### **PROSTITUTION ANALYTICAL PAPER (30%)**

Two copies of version 1 due at beginning of class, 3/15/12

Final, revised version due at beginning of class, 3/22/12

Please write a clear, elegant, well-cited analytical on a topic related to prostitution. The paper should be approximately 6-7 typewritten, double-spaced pages long, not including your reference list or appendices. Before 3/15, please complete one consultation with UM's Writing Center and have the staff member you meet with complete and sign the certificate distributed in class. Be sure to allow enough time so that you can make revisions before bringing the 1<sup>st</sup> official version of your paper to class on 3/15. Also bring along the completed certificate to class on 3/15. When you turn in the final version of your paper, please also submit your first version, peer review forms, and the Writing Center Certificate!

### **TRAFFICKING COMPARISON/CONTRAST PAPER (35%)**

Two copies of version 1 due at beginning of class, 4/26/12

Final, revised version due by

Please write a clear, elegant, well-cited paper comparing and contrasting two issues or items related to human trafficking (e.g. adult vs. child trafficking, internal vs. international trafficking, impacts of trafficking on traffickers vs. people trafficked, trafficking for sex work vs. trafficking for other types of work, trafficking from two different countries, two different methods of addressing trafficking, trafficking of children for camel jockeys vs. for prostitution, child soldiers in the Congo and Sudan, etc.). The paper should be approximately 7-8 typewritten, double-spaced pages long, not including your reference list or appendices.

### **OFFICE HOURS**

Please feel free to drop by during my scheduled office hours. If it is impossible to meet during my regular office hours, we can speak before or after class or at a mutually convenient appointment.

### **WRITING CENTER**

I strongly encourage all students to consult with the Writing Center as you work through your assignments. Note that the Writing Center does not edit or correct papers, but helps students plan and execute papers in one or more tutoring sessions. Appointments can be scheduled online at <http://www.umt.edu/writingcenter/> Note that for both of your major papers, you will be required to complete at least one consultation with Writing Center staff prior to submission of your first version and have the Writing Center staff member complete a certificate indicating that you have consulted with him or her. Be sure to allow sufficient time to make revisions before your submit version 1!!!!

**SOCI 488 Reading/Assignment Schedule Spring 2012 (subject to change)**

Readings other than those by Albert or Weitzer are available on ERES

Films labeled ML = Mansfield Library Videos labeled TS = Teresa's library

<b>Week/ Date</b>	<b>Day</b>	<b>Topic, Readings (read before class the date they are listed), and Assignments Due</b>
<b>Week 1</b> 1/24/12	T	<b>Introduction to Course; Yourself as a Writer Assessment; Citation Workshop</b>
1/26/12	Th	<b>Theoretical Approaches to Sex Work</b> <u>Readings:</u> (1) Weitzer, Chapt. 1 (2) Ralston, Meredith, and Edna Keeble. 2009. "Philosophical Issues of Prostitution." In <i>Reluctant Bedfellows: Feminism, Activism, and Prostitution in the Philippines</i> , 49-75. Sterling, VA: Kumarian Press. <u>Citation quiz</u>
<b>Week 2</b> 1/31/12	T	<b>Uncovering Academic Sources: Research Workshop (meet in Mansfield Library at 10 a.m. (2<sup>nd</sup> floor [basement] of Mansfield Library—Student Learning Center)</b>
2/2/12	Th	<b>Prostitution: Stripping and Phone Sex; Writing Center Visit</b> <b>Discussion Leaders:</b> _____ <u>Readings:</u> Weitzer, Chapt. 5 and 6 <u>RO #1 due</u>
<b>Week 3</b> 2/7/12	T	<b>Prostitution: The Scene</b> <b>Discussion Leaders:</b> _____ <u>Readings:</u> Weitzer, Chapt. 7, 8, and 9 <u>RO #2 due</u>
2/9/12	Th	ABC News, Producer. 2009. <i>Prostitution in America: The Working Girls Speak</i> . New York. DVD. (TS)
<b>Week 4</b> 2/14/12	T	<b>The Clients</b> <u>Reading:</u> Weitzer, Chapt. 10 <u>Film:</u> Kolstad, Derek, Producer. 2009. <i>Demand</i> . Vancouver, WA: Shared Hope International. DVD. (TS, 45 min.)
2/16/12	Th	<b>Sex Tourism</b> <u>Reading:</u> Weitzer, Chapt. 13 <u>Film:</u> Coup Communications, 2010. <i>Cowboys in Paradise</i> . Singapore. DVD. (TS, ML?)
<b>Week 5</b> 2/21/12	T	<b>The Military and Prostitution</b> <b>Discussion Leaders</b> _____ (1) Jeffreys, Sheila. 2009. "Military Prostitution." In <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i> , 107-128. New York: Routledge. (2) Enloe, Cynthia. 2004. "The Prostitute, the Colonel, and the Nationalist." In <i>Sex Matters: The Sexuality and Society Reader</i> , ed. Mindy Stomblor and others, 482-507. Boston: Pearson. <u>RO #3 due</u>
2/23/12	Th	<u>Film:</u> Thinkfilm. 2005. <i>Born into Brothels</i> . New York. DVD. (ML, 83 min.)

<p><b>Week 6</b> 2/28/12</p>	<p>T</p>	<p><b>Child Prostitution</b>  <b>Discussion Leaders:</b> _____  <u>Readings:</u>(1) Kristof, Nicholas D. 1996. "Children for Sale – A Special Report." <i>New York Times</i>. 14 April.  (2) Bales, Kevin. 2002. "Because She Looks Like a Child." In <i>Global Woman: Nannies, Maids, and Sex Workers in the New Economy</i>, ed. Barbara Ehrenreich and Arlie Russell Hochschild, 207-229. New York: Metropolitan Books.  <u>RO #4 due</u></p>
<p>3/1/12</p>	<p>Th</p>	<p><i>Film:</i> National Broadcasting Corporation. 2007. <i>Children for Sale</i>. New York. Videocassette. (TS) (Be sure to start reading the Albert Book)</p>
<p><b>Week 7</b> 3/6/12</p>	<p>T</p>	<p><b>Legal Prostitution, part 1</b>  <b>Discussion Leaders:</b> _____  <u>Readings:</u> (1) Weitzer, Chapt. 11  (2) Jeffreys, Sheila. 2009. "The State as Pimp: Legalizing Prostitution." In <i>The Industrial Vagina: The Political Economy of the Global Sex Trade, 173-197</i>. New York: Routledge.  <u>RO #5 due</u></p>
<p>3/8/12</p>	<p>Th</p>	<p><b>Legal Prostitution, part 2</b>  <u>Readings:</u> (1) Albert (entire book)</p>
<p><b>Week 8</b> 3/13/12</p>	<p>T</p>	<p><b>Prostitution: Responses</b>  <b>Discussion Leaders:</b> _____  <u>Readings:</u> (1)Jeffreys, Elaine. 2004. "Feminist Prostitution Debates and Responses." In <i>China, Sex, and Prostitution</i>, 70-95. New York: Routledge Curzon.  (2) Svanstrom, Yvonne. 2006. "Prostitution in Sweden: Debates and Policies 1980-2004." In <i>International Approaches to Prostitution: Law and Policy in Europe and Asia</i>, ed. Geetanjali Gangoli and Nicole Westmarland, 67-90. Bristol: The Policy Press.  <u>RO #6 due</u></p>
<p>3/15/12</p>	<p>Th</p>	<p><b>Peer Review Session</b>  <u>Analytical Paper Version 1 due Please bring 2 copies of the first version of your paper to class along with the signed Writing Center certificate!</u></p>
<p><b>Week 9</b> 3/20/12</p>	<p>T</p>	<p><b>Writing Workshop</b>  Please bring the working copy of you analytical paper to class</p>
<p>3/22/12</p>	<p>Th</p>	<p><b>Human Trafficking</b>  <i>Film:</i> Feingold, David A., director and producer. 2007. <i>Trading Women</i>. 77 min. Documentary Educational Resources. (ML)  <u>Final version of Analytical Paper Due at beginning of class (Be sure to submit 1<sup>st</sup> version, peer comments, and Writing Center certificate too!)</u></p>

<b>Week 10</b> 3/27/12	T	<p><b>An Introduction to Trafficking</b>  <b>Discussion Leaders:</b> _____  <u>Readings:</u> (1) Weitzer, Chapt. 14  (2) Lee, Maggy. 2011. "Contested Definitions of Human Trafficking." In <i>Trafficking and Global Crime Control</i>, 15-36. Thousand Oaks, CA: Sage Publications.  (3) Lee, Maggy. 2011. "Contemporary Patterns of Human Trafficking." In <i>Trafficking and Global Crime Control</i>, 37-58. Thousand Oaks, CA: Sage Publications.  <u>RO # 7 due</u></p>
3/29/12	Th	<p><i>Film:</i> Hilton, Chris, producer. 2006. <i>Dying to Leave: The Dark Business of Human Trafficking</i>. Films for the Humanities and Sciences. DVD. (ML, 60 min.)</p>
<b>Week 11</b>		<p>SPRING BREAK: No Class!</p>
<b>Week 12</b> 4/10/12	T	<p><b>Debt Bondage: By Choice or By Force (Power point lecture)</b>  <u>Readings:</u> (1) Lee, Maggy. 2011. "Constructing and Denying Victimhood in Trafficking." In <i>Trafficking and Global Crime Control</i>, 59-81. Thousand Oaks, CA: Sage Publications.  (2) Jeffreys, Sheila. 2006. "The Traffic in Women: Human Rights Violation or Migration for Work?" In <i>Migrant Women and Work</i>, ed. Anuja Agrawal, 195-217. New Delhi: Sage Publications.  <u>RO #8 due</u></p>
4/12/12	Th	<p><b>Trafficking in Children; Making Counter-arguments</b>  <b>Discussion Leaders:</b> _____  <u>Readings:</u> (1) Caine, Dennis and Caroline Caine, 2005. "Child Camel Jockeys: A Present-Day Tragedy Involving Children and Sport." <i>Clinical Journal of Sports Medicine</i> 15 (5): 287-289.  (2) Gulrajani, Mohini. "Child Labor and the Export Sector in the Indian Carpet Industry." In <i>The Exploited Child</i>, ed. Bernard Schlemmer, 51-66. New York, NY: Zed Books, 2000.  <u>RO #9 due</u></p>
<b>Week 13</b> 4/17/12	T	<p><u>On-line films:</u> (1) Milner, Chris, Susan Schulman, Guy Grandjean, Michael Tait, and Pieter Tesch, producers. 2009. <i>Sudan's Child Soldiers: Forced into Fighting</i>. 5 min. The Guardian. Online at <a href="http://www.guardian.co.uk/world/video/2009/mar/04/sudan-child-soldiers">http://www.guardian.co.uk/world/video/2009/mar/04/sudan-child-soldiers</a>  (2) Quraishi, Najibullah, producer. 2010. <i>The Dancing Boys of Afghanistan</i>. 54 min. Frontline. Online at <a href="http://www.pbs.org/wgbh/pages/frontline/dancingboys/view/">http://www.pbs.org/wgbh/pages/frontline/dancingboys/view/</a></p>
4/19/13	Th	<p><b>Mail-Order Marriages: A Form of Trafficking?</b>  <b>Discussion Leaders:</b> _____  <u>Readings:</u> (1) Jeffreys, Sheila. 2009. "Marriage and Prostitution." In <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i>, 38-61. New York: Routledge.  (2) Nakamatsu, Tomoko. 2003. "International Marriage through Introduction Agencies: Social and Legal Realities of 'Asian' Wives of Japanese Men." In <i>Wife or Worker? Asian Women and Migration</i>, ed. Nicola Piper and Mina Roces, 182-201. Boulder, CO: Rowman &amp; Littlefield Publishers, Inc.  <u>RO #10 due</u></p>

Week 14 4/24/12	T	<b>Trafficking: Responses</b> <b>Discussion Leaders:</b> _____ Reading: (1) Koslowski, Rey. 2001. "Economic Globalization, Human Smuggling, and Global Governance." In <i>Global Human Smuggling: Comparative Perspectives</i> , ed. David Kyle and Rey Koslowski, 337-358. Baltimore: The John Hopkins University Press (2) U.S. State Department. 2010. <i>Policy Priorities: Office to Monitor and Combat Trafficking in Persons</i> . Internet. Available from <a href="http://www.state.gov/g/tip/rls/tiprpt/2010/142748.htm">http://www.state.gov/g/tip/rls/tiprpt/2010/142748.htm</a> , accessed 6/27/2010. <b><u>RQ #11 due</u></b>
4/26/12	Th	<b>Peer Review Session: Comparison/Contrast Paper</b> <i>Please bring 2 copies of the 1st version of your paper to class along with the signed Writing Center Certificate for this paper!</i>
Week 15 5/2/12	T	<b>Graduate Student Presentations and Writing Workshop</b>
5/4/12	Th	<b>Graduate Student Presentations and Writing Workshop; Course Wrap Up</b>
5/9/12	W	<b><u>Final Version of Comparison/Contrast Paper due by 10 a.m.</u></b> (No class meeting) <i>Please bring the first version of this paper, the peer comments, and the Writing Center Certificate for this paper, along with your final version!</i>

### CITATIONS & PLAGIARISM

To avoid plagiarism you **MUST** cite your sources if you use a direct quotation, statistic, table, map, chart, or idea that is not common knowledge taken from course readings, lectures, movies, websites, or another source. Passing off someone else's work as your own (plagiarizing), even unintentionally, violates the university's code of academic conduct and will result in serious consequences. Citations for direct quotations and statistics **MUST** include a page number. Please see me if you have any questions about citations or plagiarism.

#### Forms of Citations

For this class, please use the Chicago method of citation (detailed below). For the Chicago Style of Citation, two forms of citation are permitted. These are (1) the traditional method of footnotes with a bibliography and (2) the now generally favored method of parenthetical references with a reference list at the end of the paper or poster. This guide follows the second, parenthetical reference method. Titles of works cited should be italicized.

#### Parenthetical References (Turabian, Section 10)

In the parenthetical reference system recommended in this guide, authors' names and dates of publication are given in parentheses within the running text or at the end of block quotations, and correspond to a list of works cited which is placed at the end of the paper. This list is arranged alphabetically by author's family names and chronologically within lists of works by a single author. It can be called "References."

Below, I detail what your references in the text of your poster should look like.

#### A. Parenthetical reference in which you use the author's name in the sentence:

According to Robbins (2005, 21), household debt in the U.S. reached \$8.5 trillion in 2002.

**B. Parenthetical reference following a quotation for a quotation less than 2 type-written lines long, without the author's name used in the sentence:**

Steinbeck is an imaginative writer who sought to breach "the narrow constraints of conventional language" (Huggins 2002, 180). His is the finest example of this type of writing.

**C. If your quotation is more than two type-written lines, then you should indent it uniformly and single space it (with double spacing between rest of the text and the indented, single-spaced quotation):**

Labor migrants who go abroad through unauthorized channels tend to increase their risks of being

exploited, though there is some possibility for gaining redress. As noted in the 1980 Thai Labor Code,

Those who deceive others by claiming that they have the ability to find them employment abroad or can send them abroad for training and ask for money or gifts or other benefits from the person they are deceiving must be punished with imprisonment of between three and ten years, a fine of between U.S. \$1,622 and \$5,405, or both (Damrong and Thipin 1985, 37).

Clearly, according to the code, migrants who use or attempt to use an unauthorized mode of recruitment

have a limited recourse for obtaining redress from their recruiters.

(\*\*\*NOTE THE LACK OF QUOTATION MARKS AROUND THE LONG QUOTATION. THEY AREN'T NEEDED AS YOU HAVE ALREADY SET OFF THE QUOTATION BY INDENTING EACH LINE AND SINGLE SPACING IT!)

**Examples**

The following sets of examples illustrate parenthetical reference (PR) forms for use *in your text* and corresponding reference list (RL) entries for use in your *reference lists*.

**Book, Single Author**

PR: (Franklin 1985, 54)

RL: Franklin, John Hope. 1985. *George Washington Williams: A Biography*. Chicago: University of Chicago Press.

**Book, Two or Three Authors**

PR: (Lynd and Lynd 1929, 67)

RL: Lynd, Robert, and Helen Lynd. 1929. *Middletown: A Study in American Culture*. New York: Harcourt, Brace and World.

**Book, More than Three Authors**

PR: (Greenberger and others 1974, 50)

RL: Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Massey. 1974. *Networks for Research and Education*. Cambridge: MIT Press.

**Chapter in a Book**

PR: (Taylor 2006, 505)

RL: Taylor, Orville W. 2006. "Globalization and the Caribbean." In *Beyond Borders: Thinking Critically about Global Issues*, ed. Paula S. Rothenberg, 505-506. New York: Worth Publishers.

**Article in an Academic Journal**

PR: (Jackson 1979, 180)

RL: Jackson, Rick. 1979. "Running Down the Escalator." *Sociological Review* 14 (May): 175-84.

**Article in a Magazine or Newspaper**

PR: (Weber 1985, 42)

RL: Weber, Bruce. 1985. "The Myth Maker." *New York Times*, 20 October, 42.

**Electronic (on-line) Documents**

PR: (Baker and Hunstead 1995)

RL: Baker, Joanne C., and Richard W. Hunstead. 1995. "Revealing the Effects of Race in the Classroom." Internet. Available from <http://www.aas.org/ApJ/v452n2/5309/5309.html>; accessed 29 September 2005.

For online documents, if no author is provided, please list the article in your in-text citation using the first three words of its title and the year of publication. In the reference list, again, list the article by the title of the article.

**Films, DVDs, and Videorecordings**

PR: (DeNonno 1985)

RL: DeNonno, Tony, producer. 1985. *Itzak Perlman: In My Case Music*. DeNonno Pix. DVD.

**Lectures or Guest Speakers**

PR: (Sobieszczyk 2012)

RL: Sobieszczyk, Teresa. 2012. *Food and the Ethics of Eating*. Lecture in "Food and Society in a Globalized World." 12 April.

For further reference, see Turabian, Kate. L. *A Manual for Writers*. Chicago: University of Chicago Press. Any edition of this book is acceptable, and several different editions are available in Mansfield Library. Consult with Dr. Sobie or the folks at the Writing Center (<http://www.umt.edu/writingcenter/>) if you need additional help.