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SOCI 488.30: Prostitution and Human Trafficking

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SOCIOLOGY 488.30 Prostitution & Trafficking

Summer 2010

SS362

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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

CRITICAL THINKING:

Perhaps the most important element of this course is critical thinking. To think critically means that **first**, we must identify and challenge assumptions. We should try to identify the assumptions that are at the foundation of the concepts, values, beliefs, and behaviors that we deem important in our society. Having identified these assumptions we need to then explore their accuracy and legitimacy, considering whether or not what we take for granted does indeed reflect the realities that we experience. **Second**, to think critically we need to be aware of our place and time in our culture. When asking questions about aspects of our culture we need to be aware of our own standpoint—the position from which we are asking these questions. In other words, we need to be aware of our own location at a particular intersection of culture and history, and how that is impacted by our own race/ethnicity, social class, sex/ gender, sexuality, ability, age, etc. and how that in turn influences the questions we ask as well as the answers we accept. Our standpoint also influences what we see as “normal” or “ordinary” behavior. This relates to the concept of enculturation—immersion in our own culture to the point where we assume our way of life is “natural” or “normal”. Because we are so enculturated into our own societal standards and practices we often assume that they are the only options and, as a result, we are unaware of alternatives. Furthermore, as a result of this lack of awareness we often view those who have other cultural standards or practices as behaving in a strange or unnatural manner. **Third**, when thinking critically we need to imagine alternative ways of thinking. In doing so, we must examine the assumptions that are at the foundations of our ideas and ways of behaving. Considering alternatives to current ways of thinking can often provide us

with new insights about widely accepted ideas. **Fourth**, to think critically each person must develop a reflective analysis. Such an analysis requires that we be skeptical, not in the sense that we don't believe anything we see but rather that we question what are seen as fixed belief systems now that we know there are possible alternatives to these beliefs. A reflective analysis requires that we challenge dominant ideas as well as popularly held notions regarding solutions to social problems. Thinking critically frees us from personal, environmental, and institutional forces that prevent us from seeing new directions. Furthermore, as critical thinkers we are no longer passive recipients of knowledge and products of socialization. Rather, after thoughtful scrutiny and continuously asking questions we become active participants in arriving at our own ideas and commitments. As a result, our ideas are based on a solid and informed foundation, all the while keeping in mind that we may still be wrong. When we face challenges to our ideas we will be better prepared to provide justification for and evidence in their support. As you will come to notice, a fundamental aspect of this course is to think critically about food in society.

When teaching this course, my object is not to negate your belief system and provide you with a new one, but rather to provide you with an environment that allows you to think critically about the attitudes and opinions you have been given. By doing so, it is my expectation that you will develop a belief system that you can claim as your own. I will continually push you to challenge yourself. Thus, I ask you to understand and comprehend the material presented to you and to think about how it either challenges or reinforces your ideas of how the world works.

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 the politics of food.

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>

OFFICE HOURS: Please feel free to stop by during my office hours! If you are unable to attend the regularly scheduled office hours, please arrange an appointment at an alternative time.

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/>

TEXTS: 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. A copy of *Brothel* is also on reserve in Mansfield Library. Additional assigned readings will be available through the ERES system (discussed below). A hard copy of the additional readings is also available at the regular reserve desk in Mansfield Library.

ADDITIONAL READINGS: Additional course readings will be posted on ERES. You can access E-RES for this course through the library catalogue under course reserves or at <http://eres.lib.umd.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).

GRADING:

Attendance, Participation, & Preparation	15 percent
Reading Questions	20 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. Students who miss a class should be sure to obtain the class notes and announcements from a fellow classmate.

Another part of this score will be any quizzes, peer reviews, or other activities we conduct in class. Keep in mind that activities missed in class may not be made up.

The remainder of this score will be 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 related to the readings for that day
- (2) Make enough photocopies for the class and Dr. Sobie and distribute them during the class BEFORE the class you are leading

- (3) During the day your are assigned to lead discussion, you will 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 (20%)

During the term, you will also be required to submit succinct, clearly written, appropriately cited responses to six 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. MLA citation is NOT appropriate for a Sociology class, but other citation methods such as APA may be employed. 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. Reading questions are due at the beginning of the class for which the articles were assigned. 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 & DRAFT (30%)

Two copies of version 1 due at beginning of class, 7/8/10 (5 %)

Final, revised version due by 5 p.m., 7/12/10 (25%)

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.

TRAFFICKING COMPARISON/CONTRAST PAPER & DRAFT (35%)

Two copies of version 1 due at beginning of class, 7/19/10 (5 %)

Final, revised version due by 5 p.m. 6/23/10 (30%)

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, etc.). The paper should be approximately 8-10 typewritten, double-spaced pages long, not including your reference list or appendices.

SOCI 488 **Summer 2010 Reading/Assignment Schedule** (subject to change)

Key: Readings other than those by Albert or Weitzer are available on ERES
 Videos labeled ML = Mansfield Library Videos labeled TS = Teresa's library

Week/ Date	Day	Topic, Readings, Assignments Due
Week 1 6/28/10	M	<p>Introduction to Course; Yourself as a Writer Assessment; Citations; Video as Evidence <i>Video:</i> Feingold, David A., director and producer. 2007. <i>Trading Women</i>. 77 min. Documentary Educational Resources. (ML)</p>
6/29/10	T	<p>Theoretical Approaches to Prostitution Leader: _____ Teresa's Writing Pet Peeves <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></p>
6/30/10	W	<p>Prostitution: The Scene Leader: _____ Uncovering Academic Sources: Research Workshop <u>Readings:</u> (1) Weitzer, Chapt. 9 (2) Weitzer, Chapt. 7 <u>RO #1 due</u></p>
7/1/10	Th	<p>Child Prostitution Leader: _____ <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. <i>Video: Children for Sale</i>. 2004. 41 minutes. Dateline NBC. Videocassette. (TS)</p>
7/2/10	F	<p>Marriage, Military, Tourism, & Prostitution Leader: _____ (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) Jeffreys, Sheila. 2009. "Military Prostitution." In <i>The Industrial Vagina: The Political Economy of the Global Sex Trade</i>, 107-128. New York: Routledge. (3) Weitzer, Chapt. 13 <i>Video:</i> Kolstad, Derek, Producer. <i>Demand</i>. 2008. Shared Hope International. 45 min. DVD. (TS) <u>RO #2 due</u></p>

Week 2		
7/5/10	M	Happy Birthday, America! No class! Be sure to be reading the Albert book!
7/6/10	T	Legal Prostitution (Part 1) Leader: _____ <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</i> , 173-197. New York: Routledge. Video: ABC News. 2008. <i>Prostitution in America: The Working Girls Speak</i> . DVD. 20/20. (TS, part 1) <u>RQ #3 due</u>
7/7/10	W	Legal Prostitution (Part 2) Leader: _____ <u>Readings:</u> Albert (entire book) Video: ABC News. 2008. <i>Prostitution in America: The Working Girls Speak</i> . DVD. 20/20. (TS, part 2)
7/8/10	Th	Peer Review Session: Analytical Paper Version 1 due <u>Please bring 2 copies of the first version of your paper to class</u>
7/9/10	F	Prostitution: Responses Leader: _____ <u>Readings:</u> (1) Jeffreys, Elaine. 2004. "Feminist Prostitution Debates and Responses." In <i>China, Sex, and Prostitution</i> , 70-95. New York: RoutledgeCurzon. (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>Peer review response due</u> (We will have 45 minutes to work on these in class.)

Week 3 7/12/10	M	Trafficking: Introduction (video + T lecture) <i>Video:</i> Hilton, Chris, producer. 2006. <i>Dying to Leave: The Dark Business of Human Trafficking</i> . 60 min. Films for the Humanities and Sciences. DVD. (ML) <u>Final Version of Analytical Paper Due at the beginning of class</u>
7/13/10	T	Trafficking: Assessment & Causes Leader: _____ PowerPoint on Debt Bondage Labor Migration <u>Readings:</u> (1) Weitzer, Chapt. 14 (2) Murray, Alison. 1998. "Debt-Bondage and Trafficking: Don't Believe the Hype." In <i>Global Sex Workers: Rights, Resistance, and Redefinition</i> , ed. Kamala Kempadoo and Jo Doezema, 51-64. New York: Routledge. (3) Liang, Zai and Wenzhen Ye. 2001. "From Fujian to New York: Understanding the New Chinese Immigration." In <i>Global Human Smuggling: Comparative Perspectives</i> , ed. David Kyle and Rey Koslowski, 187-215. Baltimore: The John Hopkins University Press.
7/14/10	W	Trafficking in Children Leader: _____ <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. <i>Videos:</i> (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 http://www.guardian.co.uk/world/video/2009/mar/04/sudan-child-soldiers (2) Quraishi, Najibullah. 2010. <i>The Dancing Boys of Afghanistan</i> . 54 min. Frontline. Online at http://www.pbs.org/wgbh/pages/frontline/dancingboys/view/?utm_campaign=viewpage&utm_medium=grid&utm_source=grid <u>RQ #4 due</u>
7/15/10	Th	Trafficking: Responses (Part 1) Leader: _____ <u>Readings:</u> (1) Wijers, Marjan. 1998. "Women, Labor and Migration: The Position of Trafficked Women and Strategies for Support." In <i>Global Sex Workers: Rights, Resistance, and Redefinition</i> , ed. Kamala Kempadoo and Jo Doezema, 69-86. New York: Routledge. (2) Brown, Louise. 2000. "The Law." In <i>Sex Slaves: The Trafficking of Women in Asia</i> , 185-209. London: Virago Press. <i>Video:</i> Bienstock, Ric Esther. 2006. <i>Frontline: Sex Slaves</i> . Boston: WGBH. (TS)

7/16/10	F	Trafficking: Responses (Part 2) Leader: _____ <u>Reading:</u> (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 http://www.state.gov/g/tip/rls/tiprpt/2010/142748.htm , accessed 6/27/2010. <u>Video:</u> Ruiz, Wilson R, producer and director. 2007. <i>Human Trafficking</i> . 26 min. Films for the Humanities & Sciences. DVD. (ML) <u>RQ #5 due</u>
Week 4 7/19/10	M	Peer Review Session: Comparison/Contrast Paper <u>Please bring 2 copies of the 1st version of your paper to class</u>
7/20/10	T	Writing elegance workshop <u>Please bring a copy of your latest version to class</u>
7/21/10	W	Graduate Student Presentations 1. _____ 2. _____ <u>Peer review response due</u> (We will have 45 minutes to work on these in class.)
7/22/10	Th	Graduate Student Presentations + Perfecting Your Intro. & Conclusion Workshop 1. _____ 2. _____ <u>Please bring a copy of your latest introduction & conclusion to class</u>
7/23/10	F	Course Wrap Up & Evaluations <u>Final Version of Comparison/Contrast Paper Due by 5:00 p.m. (no late papers will be accepted)</u>

CITATIONS & PLAGIARISM

To avoid plagiarism you **MUST** cite your sources if you use a direct quotation, statistic, or idea that is not common knowledge taken from Robbins, lecture, video, website, 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. Two forms of citation are permitted by Chicago Style of Citation. 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*. This guide follows the second, parenthetical reference method. Titles of works cited should be italicized.

Parenthetical References

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."

A. Here is an example of 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. Here is an example of a parenthetical reference following a quotation for a quotation less than 2 type-written lines long, without the author's name used in the sentence:

Smith is a writer who sought to breach "the narrow constraints of conventional language" (Huggins 2002, 180).

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.

Examples

The following sets of examples illustrate *parenthetical-reference* (PR) forms for use in your text and corresponding *reference-list* (RL) entries for when you type the reference list that should be attached to your paper.

Book, Single Author

PR: (Franklin 1985, 54)

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

Book, Two 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.

More than Three Authors or Editors

PR: (Greenberger and others 1974, 50)

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

Chapter by One Author in a Book Edited by Someone Else

PR: (Eyerman 1999, 169)

Eyerman, Ann. 1999. "Serving Up Service: Fast-food and Office Women Workers Doing It with

RL: a Smile." In *Women Working the NAFTA Food Chain*, ed. Deborah Barndt, pp. 162-174. Toronto: Second Story Press.

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 Documents and Documents from the worldwide web (example extrapolated from information in Section 8)

PR: (Baker and Hunstead 1995)

Baker, Joanne C., and Richard W. Hunstead. 1995. "Revealing the Effects of Race in the

RL: Classroom." Internet. Available from <http://www.aas.org/ApJ/v452n2/5309/5309.html>; accessed 29 September 2005.

***For electronic 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, Videorecordings, and DVDs

PR: (DeNonno 1985)

RL: DeNonno, Tony, producer. 1985. *Music in My Case*. 35 min. DeNonno Pix. Videocassette.

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.