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SOCI 446.01: Prostitution & Human Trafficking

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SOCI 446: Prostitution & Human Trafficking

Fall 2018
TR 12:30-1:50, LA 337

Dr. Teresa Sobieszczyk (Dr. Sobie)

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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 two exams, one Moodle assignment, and four short, in-class written responses, as well as attendance and participation in class.

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 demonstrate information literacy skills, including citation methods appropriate to senior undergraduate and graduate students

READINGS:

Readings will be available through the Moodle system (discussed below).

COURSE REQUIREMENTS

Moodle:

Course readings, review sheets, and announcements will be posted on the Moodle System. In addition, for most lectures, I will post only the *most important* charts and graphs as Power Point files on Moodle. You can access Moodle for this course by clicking on the Moodle link in Cyberbear, and then finding the class by my last name (Sobieszczyk) or SOCI 446. Go to any

computer lab on campus or print from home if you have the necessary file readers and computer programs. Students who miss a lecture should be sure to print relevant charts and graphs from lectures, review class announcements, and obtain the class notes from the missed lecture from a fellow classmate.

Classroom Environment:

I will respect you by dismissing class on time each day. In return, please show your respect for me and your fellow class members by coming to class on time, refraining from chatting, reading newspapers, texting, web surfing, or otherwise disrupting class. If you need to leave class early, please let me know before class begins so that I don't worry about you! Be sure to turn off your cell phone when you come to class. If I catch you texting or using a computer for something other than taking notes, I will confiscate your device for the remainder of the class period. Also note that the whole class will start with 5 extra credit points. Every time I notice someone texting or misusing a computer in class, I will subtract one point from each class member's 5 extra credit points – in other words, the whole class loses one extra credit point if one student is caught texting or misusing a lap top or tablet in class that day.

We will be talking about some sensitive and potentially controversial issues this term. 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, including plagiarism and copying another student's paper or exam, is subject to an academic penalty by the course instructor, which will be failing the assignment or exam or, for repeat offenses, failing the course, 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://www.umt.edu/vpsa/policies/student_conduct.php

Attendance, Class Preparation and Participation, Homework, In-Class Writing Exercises, and Extra Credit (20%)

I expect students to attend each class and to be on time. If you are habitually absent or tardy, your grade will be lowered. Attendance will generally be worth 1 point per day, unless there are discussions or other group work (see schedule, below), in which case, it will be worth 2 points per day. Tardiness or leaving the class early without an appropriate excuse will cause you to lose 0.5 points from the day's attendance score. I am aware that from time to time, students may have to miss class. Acceptable excuses for missed classes include a doctor's note, a judge's note, an absence due to an official UM activity such as a sport or a field trip (with documentation), or an obituary or funeral notice for the funeral of a family member. Other excuses will not be accepted.

I also expect you to complete assigned readings prior to the class for which they are assigned and to be prepared to discuss them with your peers in class. Several times during the semester, your participation and preparation for class will be evaluated with small group discussions, in-class writing exercise, and possibly other activities. Keep in mind that if you miss a class without an acceptable excuse, you may not make up missed class work, quizzes, or

attendance, which ultimately lowers your grade. Together, homework assignments, class participation, attendance, class activities, in-class writing responses, and extra credit will be worth 20 percent of your overall grade.

In-Class Written Responses

Four times this term I will give you a short essay question, similar to one that might appear on an exam. You will have 10 minutes to write a response to the question.

Two Exams (80%)

During the course, two exams will be given (1 regular exam and 1 final exam). Exams will likely include multiple choice, short answer, and/or essay questions. Exams will ask you to think critically and synthesize arguments and will cover materials from course readings, lectures, discussions, and films. The exams will be non-cumulative, except to the extent that earlier materials inform later discussions or topics.

Reviewing for Exams

Before each exam, I will provide a study guide to highlight what will be covered on the exam. Be sure to review all assigned chapters and readings, review your class notes, and the study guide before the review session. Also, feel free to meet with me during office hours or at an alternate appointment if you have questions.

Make up Exams

Students with acceptable excuses (see list above) or who have three or more final exams in one day may be allowed to take a make-up exam with prior notice and permission from the professor. Students should provide documentation and then schedule a make-up exam at a time convenient to the professor, either very soon before or no more than one week after the scheduled exam date. It will not be possible to make up exams more than a week after the scheduled exam date. Make up exams likely will be in an essay format. The make up for the final exam must be completed by the last day of finals week.

Distribution of Course Grade

1 in-class exam and 1 final exam	80
Homework assignments, in-class writings, attendance, in-class activities, and extra credit	<u>20</u>
TOTAL	100%

A plus / minus system of grading will be employed (e.g. 93+ = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B- and so on). All materials (books, dvds) 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. If you are enrolled Pass/Not Pass, you must earn a C- or better to pass.

ADDITIONAL INFORMATION

Office Hours

Please feel free to visit me during office hours. Generally, I will be available for a few minutes after class if you have a quick question. If you are unable to attend my scheduled office hours, you may arrange to meet me at a different time by appointment.

Students with Disabilities

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. Please bring in the letter from DSS documenting your disability and accommodations by the end of the second week so that we can arrange for any warranted accommodations.

Extra Credit

Study Groups

I recommend that you participate in study groups to discuss readings and review for exams. Students who meet together in study groups tend to do much better on homework assignments and exams than those who do not. Keep in mind that even if you meet in a study group to discuss an assignment, the work you turn in must be written individually, in your own words!

Reading/Assignment Schedule (subject to change)

Readings listed for a given date should be completed PRIOR to class as we will be covering them in class. Readings on Moodle. Any assignments are due at the beginning of class on the date listed or they will be considered late. All films listed will be shown in class, so there is no need to watch them before coming to class. They are available either on reserve in Mansfield Library or from Dr. Sobie, as listed below.

Tuesday 8/28/18: Introduction to Course; Stereotypes about Sex Work and Prostitution

Reading assignment: None

In-class assignment: Complete student bio form & turn in at end of class (Note that if you miss the first day of class, you need to obtain the bio form from Dr. Sobie, complete it, and return it ASAP)

Thursday 8/30/18: Theoretical Approaches to Sex Work

Reading assignment: (1) Weitzer, Ronald. 2010. "Sex Work: Paradigms and Policies." In *Sex for Sale: Prostitution, Pornography, and the Sex Industry*, 2nd ed., 1-43. New York: Routledge.

(2) Ralston, Meredith, and Edna Keeble. 2009. "Philosophical Issues of Prostitution." In *Reluctant Bedfellows: Feminism, Activism, and Prostitution in the Philippines*, 49-75. Sterling, VA: Kumarian Press.

Tuesday 9/4/18: Porn, Phone Sex, and Stripping

Reading assignment: (1) Abbott, Sharon A. 2010. "Motivations for Pursuing a Career in Pornography." In *Sex for Sale: Prostitution, Pornography, and the Sex Industry*, 2nd ed., ed.

Ronald Weitzer, 47-66. New York: Routledge.

(2) Guidroz, Kathleen and Grant J. Rich. 2010. "Commercial Telephone Sex: Fantasy and Reality." In *Sex for Sale: Prostitution, Pornography, and the Sex Industry*, 2nd ed., ed. Ronald Weitzer, 139-159. New York: Routledge.

(3) Colosi, Rachela. 2010. "'Just Get Pissed and Enjoy Yourself': Understanding Lap-dancing as 'Anti-work.'" In *New Sociologies of Sex Work*, ed. Kate Hardy, Sarah Kingston, and Teela Sanders, 181-196. Burlington, VT: Ashgate Publishing.

In-Class Writing #1

Thursday 9/6/18: Selling Sex on the Street

Reading assignment: (1) Porter, Judith and Louis Bonilla. 2010. "The Ecology of Street Prostitution." In *Sex for Sale: Prostitution, Pornography, and the Sex Industry*, 2nd ed., ed. Ronald Weitzer, 163-185. New York: Routledge.

(2) Lever, Janet and Deanne Dolnick. 2010. "Call Girls and Street Prostitutes: Selling Sex and Intimacy." In *Sex for Sale: Prostitution, Pornography, and the Sex Industry*, 2nd ed., ed. Ronald Weitzer, 187-203. New York: Routledge.

Tuesday 9/11/18: Escorts

Reading assignment: (1) Smith, Michael D. and Christian Grov. 2011. "Joining the Club." In *In the Company of Men: Inside the Lives of Male Prostitutes*, 37-59. Santa Barbara, CA: Praeger.

(2) Koken, Juline, David S. Bimbi, and Jeffrey T. Parsons. 2010. "Male and Female Escorts: A Comparative Analysis." In *Sex for Sale: Prostitution, Pornography, and the Sex Industry*, 2nd ed., ed. Ronald Weitzer, 205-232. New York: Routledge.

HW #1: complete Moodle tutorial and post photo to Moodle by 5 p.m. today

Thursday 9/13/18: Brothel-based Sex Work

Reading assignment: (1) Hausbeck, Kahtryn and Barbara G. Brents. 2010. "Nevada's Legal Brothels." In *Sex for Sale: Prostitution, Pornography, and the Sex Industry*, 2nd ed., ed. Ronald Weitzer, 255-281. New York: Routledge.

(2) Maher, Jane Maree, Sharon Pickering, and Alison Gerard. 2013. "In the Room and Beyond: Keeping It Nice with Clients." In *Sex Work, Labour, Mobility, and Sexual Services*, 54-80. New York: Routledge.

Film: ABC News, prod. 2009. *Prostitution in America: The Working Girls Speak*. New York: ABC News. DVD. (TS & ML, DVD 306.742 PRO, 84 min.)

In-class Writing #2

Tuesday 9/18/18: New Research on LGBTQ Prostitution

Reading assignment: (1) Koken, Juline A., David S. Bimbi, and Jeffrey Parsons. 2015. "Positive Marginality and Stigma Resistance among Gay and Bisexual Male Escorts in the USA." In *Men Who Sell Sex: Global Perspectives*, ed. Peter Aggleton and Richard Parker, 188-201. New York: Routledge.

(2) Fitzgerald, Erin, Sarah Elspeth Patterson, and Darby Hickey. 2015. *Meaningful Work: Transgender Experiences in the Sex Trade*. Red Umbrella Project, Best Practices Policy Project, and National Center for Transgender Equality.

Thursday 9/20/18: Sex Tourism

Reading assignment: (1) Jeffreys, Sheila. 2009. "Prostitution Tourism: Women as Men's Leisure." In *The Industrial Vagina: The Political Economy of the Global Sex Trade*, 129-151.

New York: Routledge.

(2) Padilla, Mark B. 2015. "Between the *Casa* and the *Calle*: Dominican Male Sex Workers Serving a Tourist Clientele." In *Men Who Sell Sex: Global Perspectives*, ed. Peter Aggleton and Richard Parker, 82-94. London: Routledge.

In-class Writing #3

Tuesday 9/25/18: Transactional Sex

Reading assignment: (1) Hoefinger, Heidi. 2013. "Professional Girlfriends and Transactional Sex." In *Sex, Love, and Money in Cambodia: Professional Girlfriends and Transactional Relationships*, 1-27. New York: Routledge.

(2) van de Walle, Robert, Charles Picavet, Willy van Berlo, and Arnoud Verhoeff. 2012. "Young Dutch People's Experiences of Trading Sex: A Qualitative Study." *Journal of Sex Research*, 49 (6): 547-557.

Film: Seah, Luan and Amit Virmani. 2010. *Cowboys in Paradise*. Singapore: Coup Communications. DVD. (TS & ML, DVD05328, 83 min.)

Thursday 9/27/18: The Pimps

Reading assignment: Marcus, Anthony, Amber Horning, Ric Curtis, Jo Sanson, and Efram Thompson. 2014. "Conflict and Agency among Sex Workers and Pimps: A Closer Look at Domestic Minor Sex Trafficking." *The Annals of the American Academy of Political and Social Science*, 653 (May): 225-246.

Tuesday 10/2/18: The Clients

Reading assignment: (1) Monto, Martin A. 2010. "Prostitutes' Customers: Motives and Misconceptions." In *Sex for Sale: Prostitution, Pornography, and the Sex Industry*, 2nd ed., ed. Ronald Weitzer, 233-254. New York: Routledge.

(2) Coy, Maddy, Miranda A.H. Horvath, and Liz Kelly. 2012. "Troubling Notions of Male Entitlement: Men Consuming, Boasting, and Confessing about Paying for Sex." In *Prostitution, Harm, and Gender Inequality: Theory, Research, and Policy*, ed. Maddy Coy, 121-140. Burlington, VT: Ashgate Publishing Co.

Film: Kolstad, Derek, Producer. 2009. *Demand*. Vancouver, WA: Shared Hope International. DVD. (TS, 45 min.)

Thursday 10/4/18: Child Prostitution

Reading assignment: Cobbina, Jennifer E. and Sharon S. Oselin. 2011. "It's Not Only for the Money: An Analysis of Adolescent versus Adult Entry into Street Prostitution." *Sociological Inquiry* 81 (3): 310-322.

Film: CNN Freedom Project. 2015. *Children for Sale: The Fight to End Human Trafficking*. Available online at

https://www.cnn.com/videos/intl_tv-shows/2015/07/28/freedom-project-children-for-sale.cnn

Accessed 21 August 2018. (Online, 42 min.)

Tuesday 10/9/18: Child Prostitution & Responses: The Cambodian Case

Reading assignment: None

Film: Shugart, Janey and Joel Sandvos, prod. 2011. *The Pink Room*. Worcester, PA: Goat Rock Films. DVD. (ML, DVD 306.745 PIN, 57 min.)

Thursday 10/11/18: Policies & Responses, Part 1

Reading assignment: Weitzer, Ronald. 2012. "American Policies and Trends." In *Legalizing Prostitution: From Illicit Vice to Lawful Business*, 47-71. New York: New York University Press.

Tuesday 10/16/18: Policies & Responses, Part 2

Reading assignment: (1) Armstrong, Lynzi. 2010. "Out of the Shadows (and Into a Bit of Light): Decriminalization, Human Rights, and Street-based Sex Work in New Zealand." In *New Sociologies of Sex Work*, ed. Kate Hardy, Sarah Kingston, and Teela Sanders, 39-55. Burlington, VT: Ashgate Publishing.

(2) Weitzer, Ronald. 2012. "Legal Prostitution." In *Legalizing Prostitution: From Illicit Vice to Lawful Business*, 72-101. New York: New York University Press.

Thursday 10/18/18: Review

Reading assignment: None

Tuesday 10/23/18: Exam in class

Thursday 10/25/18: Introduction to Human Trafficking, Part 1

Reading assignment: (1) Aronowitz, Alexis A. 2009. "What is Human Trafficking?" In *Human Trafficking, Human Misery: The Global Trade in Human Beings*, 1-14. Westport, CT: Praeger.

(2) Aronowitz, Alexis A. 2009. "Human Trafficking: How Serious is the Problem?" In *Human Trafficking, Human Misery: The Global Trade in Human Beings*, 15-21. Westport, CT: Praeger.

Film: Hilton, Chris, producer. 2006. *Dying to Leave: The Dark Business of Human Trafficking*. Films for the Humanities and Sciences. DVD. (ML, DVD 364.137 DYI, 60 min.)

Tuesday 10/30/18: Introduction to Human Trafficking, Part 2

Reading assignment: (1) Burke, Mary C. and Brian Bruijn. 2018. "Introduction to Human Trafficking: Definitions and Prevalence." In *Human Trafficking: Interdisciplinary Responses*, ed. Mary C. Burke, 3-24. New York: Routledge.

(2) Aronowitz, Alexis A. 2017. "Data and Documents." In *Human Trafficking: A Reference Handbook*, 281-295. Santa Barbara, CA: ABC-CLIO, LLC.

Film: Frontline. 2018. *Trafficked in America*. Available online at

<https://www.pbs.org/video/trafficked-in-america-pppgmt/> Accessed 21 August 2018. (Online, 55 min.)

Thursday 11/1/18: Approaches to Understanding Human Trafficking

Reading assignment: (1) Aronowitz, Alexis A. 2009. "Contrasting Perspectives on Human Trafficking." In *Human Trafficking, Human Misery: The Global Trade in Human Beings*, 23-30. Westport, CT: Praeger.

(2) Shelley, Louise. 2010. "Human Trafficking as Transnational Organized Crime." In *Human Trafficking: A Global Perspective*, 83-111. New York: Cambridge University Press.

In-class Writing #4

Tuesday 11/6/18: No Class--Election Day! Be sure to vote!

Thursday 11/8/18: Trafficking in Asia: Part 1

Reading assignment: Jeffreys, Sheila. 2006. "The Traffic in Women: Human Rights Violation or Migration for Work?" In *Migrant Women and Work*, ed. Anuja Agrawal, 195-217. New Delhi: Sage Publications.

Film: Slotar, Dean W. and David A. Feingold, prod. 2007. *Trading Women*. Watertown, MA: Documentary Educational Resources. (ML, DVD 03844, 77 min.)

Tuesday 11/13/18: Trafficking in Asia: Part 2 -- Risky Business: Debt Bondage International Labor Migration of Northern Thai Women

Reading assignment: Lee, Maggy. 2011. "Constructing and Denying Victimhood in Trafficking." In *Trafficking and Global Crime Control*, 59-81. Thousand Oaks, CA: Sage Publications.

Thursday 11/15/18: Children and Trafficking: Child Soldiers

Reading assignment: Aronowitz, Alexis A. 2009. "'Hidden Forms of Human Trafficking.'" In *Human Trafficking, Human Misery: The Global Trade in Human Beings*, 105-128. Westport, CT: Praeger

Film: Even, Pierre, Marie-Claude Poulin and Kim Nguyen, Kim, prod. 2013. *War Witch*. Montreal: Metropole Films. (TS, 90 min.)

Tuesday 11/20/18: Children and Trafficking: The US Case

Reading assignment: Gozdzia, Elzbieta M. 2016. "'Tidal Waves' of Trafficking." In *Trafficked Children and Youth in the United States: Reimagining Survivors*, 21-34. New Brunswick, NJ: Rutgers University Press.

Film: *The CNN Freedom Project: Children for Sale*. Available at https://www.cnn.com/videos/intl_tv-shows/2015/07/28/freedom-project-children-for-sale.cnn, accessed 20 August 2018. (Online, 42 min.)

Thursday 11/22/18: THANKSGIVING BREAK – NO CLASS!

Tuesday 11/27/18: Children and Trafficking: Cases from Asia and the Middle East

Reading assignment: (1) Caine, Dennis and Caroline Caine, 2005. "Child Camel Jockeys: A Present-Day Tragedy Involving Children and Sport." *Clinical Journal of Sports Medicine* 15 (5): 287-289.

(2) Gulrajani, Mohini. 2000. "Child Labor and the Export Sector in the Indian Carpet Industry." In *The Exploited Child*, ed. Bernard Schlemmer, 51-66. New York, NY: Zed Books.

Film: Quraishi, Najibullah, producer. 2010. *The Dancing Boys of Afghanistan*. Frontline. Available at <http://www.pbs.org/wgbh/pages/frontline/dancingboys/view/> (54 min.)

Thursday 11/29/18: Mail Order Marriages: Links to Trafficking

Reading assignment: (1) Jeffreys, Sheila. 2009. "Marriage and Prostitution." In *The Industrial Vagina: The Political Economy of the Global Sex Trade*, 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 *Wife or Worker? Asian Women and Migration*, ed. Nicola Piper and Mina Roces, 182-201. Boulder, CO: Rowman & Littlefield Publishers, Inc.

In-class Writing #5

Tuesday 12/4/18: Responses to Human Trafficking

Reading assignment: (1) Lee, Maggie. 2011. "The War on Human Trafficking." In *Trafficking and Global Crime Control*, 107-126. Los Angeles: Sage Publications Ltd.
(2) Gozdzia, Elzbieta M. 2016. "The Old and New Abolitionists." In *Trafficked Children and Youth in the United States: Reimagining Survivors*, 35-52. New Brunswick, NJ: Rutgers University Press.

Thursday 12/6/18: Graduate Student Presentations; Review & Evaluations

Reading assignment: None

Wednesday 12/12/18: FINAL EXAM Monday, December 10, 10:10-12:10 in our regular classroom

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 parenthetical references in the text of your poster and your homework assignments 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 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).

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*. Keep in mind that your reference list should be alphabetized.

Book, Single Author

PR: (Robbins 2014, 54)

RL: Robbins, Richard H. 2014. *Global Problems and the Culture of Capitalism*, 6th ed. Boston: Pearson Education.

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.

These are documents available from a website. Note that articles obtained from an on-line search engine but that are in a book or journal should be cited using those methods, **NOT** as electronic documents. 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 followed by three dots 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 2007)

RL: DeNonno, Tony, producer. 2007. *Itzak Perlman: In My Case Music*. New York, NY: Greenbluff Pictures. 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 Class." 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 UM's Writing Center (<http://www.umt.edu/writingcenter/>) if you need additional help.

Homework Assignment

1. HW #1: Complete the on-line Moodle tutorial and post your photo on Moodle. Photo posting due 9/6/18 by 5 p.m. (Note: You may already have done this in an earlier class—if so, you don't need to do anything, and you will receive credit for your photo posting. If you do not want to post a personal photo, post a cartoon so that we know you've done it.)