PATHWAYS OF OPPRESSION: LATIN AMERICA/U.S. IMMIGRATION AND AGRICULTURAL SLAVERY
by Jeramy Wallace

Introduction
It is very common for students to see human trafficking as a phenomenon that is solely concerned with the sex industry and that its victims are women and girls who are kidnapped and sold into sexual servitude. Furthermore, as with many human rights issues, students see human trafficking as a distant problem, something that happens “over there.” But what they don’t realize is that human trafficking is an issue that surrounds them and that its victims can be both female and male, of different nationalities and races, and can be enslaved not only in U.S. brothels, but also in its fields, factories, restaurants, and homes. Human trafficking is an issue that pervades the United States.

This interdisciplinary unit strives to reveal the realities of human trafficking for labor by tracing its pathways from its end point in the U.S. to its beginning point at the country of origin. As such, students will familiarize themselves with the pull factors that encourage illicit trafficking into the U.S., the hardships that the victims experience during their journey, and the push factors that thrust them in the hands of their oppressors.

Student agency is at the very heart of this unit. From the very beginning, students are aware of their participation, though unwilling, in bonded slavery as consumers and that they also have the power to promote change. This unit strives to not only inform students of the hardships that bonded migrants experience during their northward journeys and in the fields of the United States but also to expose students to meaningful solutions to the problem. And although this unit can be used in different contexts, e.g. forced labor in Burma and China, for example, its emphasis on agency makes it difficult to translate student involvement.

Learners
This unit is designed for the community college freshman composition course. The learners come from a wide range of races, ethnicities, socioeconomic backgrounds, and religions. Additionally, the students in day classes range in age from 17 to late 20’s while evening students can range in age from recent high school graduates to returning adult students. This unit also takes the students’ diverse learning styles into consideration and uses a combination of visual, auditory, and kinesthetic strategies.

Rationale
The goal of this unit is two-fold – to raise students’ awareness of labor trafficking in the U.S. agricultural sector and to give them the language to engage this topic. At the end of this unit, students will be asked to
participate in a very targeted, concise public demonstration of outrage using posters, flyers, and broadsides to elevate public knowledge. As such, students will be asked to consider the rhetorical effectiveness of their demonstrations by analyzing and critiquing their posters’ visual appeal and the clarity of their information. Additionally, this unit will reinforce previous units by revisiting Aristotle’s appeals and asking students to consider their use of logic and emotion.

Learning Outcomes

Relevant Student Learning Outcomes (ENGL100)

Upon completion of the unit, students will be able to:

1. exhibit the ability to analyze and respond critically to college-level texts.
2. demonstrate an understanding of purpose and audience in reading and writing.
3. construct syntactically mature and grammatically sound prose.

Human Rights Outcomes

Upon completion of the unit, students will be able to:

1. classify the different types of irregular migration and to distinguish human trafficking for bonded labor from human smuggling.
2. identify the different types of bonded labor, e.g. agricultural, restaurant, hospitality, factories.
3. analyze the circumstances that “push” migrants from their homes and “pull” them into debt bondage in the United States.
4. create a poster, flyer, or broadside that demonstrates their outrage with agricultural debt bondage.

Lectures

Lecture 1: Introduction to Migration and Labor Trafficking
Lecture 2: Living and Work Conditions
Lecture 3: Public Awareness
Lecture 4: Recruitment and Deception
Lecture 5: Nonviolent Protests
Lecture 6: How Do We Solve This Issue?

Presentations

Deception and recruitment
Introduction to modern slavery
Nonviolent Protests

Handouts

Handout 1, Frederick Douglass adbuster example
Handout 2, H-2 Visas Information Sheet
Handout 3, Jigsaw Questions
Handout 4, Labor Recruitment Hierarchy
Handout 5, Slave Next Door Ch. 10 discussion questions
Handout 6, “What is Modern Slavery?” U.S. Secretary of State

**Articles**
New York Times “Room for Debate”: Fighting War Crimes, Without Leaving the Couch

Articles by Lissa Shannon, Adrian Hong, Angelo Izama, TMS Ruge, Sarah Margon, and Mikki Halpon


**Books**

### Lecture 1: Introduction to migration and labor trafficking

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<th>Suggested Activities</th>
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<tbody>
<tr>
<td>1. Inductive opener – i.e. potluck, reflect on last grocery purchase or lunch, etc.</td>
<td>15-20 min.</td>
<td>This opening activity asks the students to consider where their food comes from and gives the instructor an opening to discuss agricultural bonded labor.</td>
</tr>
<tr>
<td>2. Modern Slavery PowerPoint</td>
<td>15 min.</td>
<td>Instructor lectures on the different types of modern slavery with a particular focus on agricultural slavery</td>
</tr>
<tr>
<td>3. Reflection and Discussion</td>
<td>20 min.</td>
<td>Connect what students just learned about modern slavery with their food supply (make the global local)</td>
</tr>
<tr>
<td>4. Homework</td>
<td>5 min.</td>
<td>Have the students use the Slavery Calculator at slaveryfootprint.org Bales and Soodalter <em>The Slave Next Door</em> Chapter 3</td>
</tr>
</tbody>
</table>
Lecture 1 – Activity 1: Inductive Opener

**Time:** 15 – 20 min.

**Purpose:** To encourage students to start thinking about where their food comes from

**Materials needed:** Whiteboard

**Steps to cover:** One of the most engaging ways to start this unit is by throwing a potluck. Since this is a mid-semester unit, the instructor can organize a midterm potluck to celebrate the students’ efforts in the first half of the term. This activity gives the teacher an opportunity to ask students to reflect on where that food came from. However, if a potluck is not possible, the instructor can ask students to think about and/or free-write on their last meal or grocery store purchase or the instructor can bring some oranges or other fruits to class for the students.

The primary focus of the discussion should be on whole food items such as meats and vegetables, as those types of foods come from fields, slaughterhouses, and meat-packing factories that sometimes use slave labor.

**Assessments:** It may be helpful to record the types of foods from the potluck or free-writes and where the students believe these foods came from. You may need to refer to these responses at the end of the lecture.

**Handouts:** n/a
Lecture 1 – Activity 2: Bonded Labor Presentation

**Time:** 15 mins

**Purpose:** Inform the students where their food has come from – fields and factories that use slave labor

**Materials needed:** PowerPoint, computer, projector (or whiteboard)

**Steps to cover:** Instructor has two options for delivering the lecture on modern slavery and bonded labor – a PowerPoint presentation or a whiteboard lecture. The PowerPoint presentation is the most effective mode as it contains pictures. However, if the instructor chose to organize a potluck, it might be more natural to use the whiteboard to discuss this human rights issue. By the end of the presentation, the students should understand that slavery still exists in the world and that many of these slaves work in American fields. Students should also understand that their food choices have a bearing on bonded labor.

The instructor may also want to take the opportunity review note-taking strategies such as Double Entry Notes or the KWL+ organizer.

**Assessments:** n/a

**Handouts:** “What is Modern Slavery” U.S. Secretary of State (http://www.state.gov/j/tip/what/)
Purpose: To help students realize that they are unwilling participants in the existence of modern slavery but that they are also agents of change.

Time: 15 mins

Steps to cover: Ask the students to take a moment to consider what they have just learned in the context of their own food. Were you shocked by what you just learned? How many slaves were potentially involved in creating that meal? How can we solve this human rights issue? To start the discussion, the instructor can start by tallying the different types of food items on the board and estimating the number of slaves that were used to grow that food. The instructor should then facilitate a discussion based on the above questions.

Assessments: Instructor should monitor students’ understanding of agricultural bonded labor based on responses in class discussion.

Materials needed: n/a

Handouts: n/a

Questions:

1. How many slaves were potentially involved in creating that meal?
2. How can we solve this human rights issue?
3. To what extent did you learn from this food item that came from slave labor?
Lecture 2: Living and Work Conditions

This lesson uses historical distancing as a means of introducing the conditions of modern slavery by comparing the living and working conditions of 19th century slaves and modern slaves. These activities will use a small excerpt from Frederick Douglass’ *Narrative of the Life of Frederick Douglass* as a gauge in assessing chattel slavery as a foundation for reading Janine Zeitlin’s article “Slavery: Collier county’s connection” from the *Naples Daily News*. Students will notice that conditions have changed very little. The instructor may want to explain, however, that chattel slaves were often very expensive and while they were abused by slaveholders, they were not considered expendable. On the other hand, modern slaves are easily obtained, cheap, and can, ultimately, be killed or seriously injured.

This lecture ends with an assignment in which the instructor asks the students to process what they just learned by creating an adbuster for an apartment or house for rent. However, this apartment or house must incorporate the conditions of those that modern slaves live in.
# Lecture 2: Living and Work Conditions

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<th>Suggested Activities</th>
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<tbody>
<tr>
<td>1. Discuss Slavery Footprint Calculator</td>
<td>10 min.</td>
<td>Revisit previous lecture and discuss the students’ slavery footprint</td>
</tr>
<tr>
<td>2. Read excerpt from <em>Uncle Tom’s Cabin</em> or <em>The Known World</em> and Janine Zeitlin article</td>
<td>25 min.</td>
<td>To introduce slave conditions by activating student schema for 19th century African American slavery and comparing that to modern slave conditions</td>
</tr>
<tr>
<td>3. Adbuster – house/room for rent</td>
<td>10 min.</td>
<td>To assess student understanding of material, ask to create an adbuster for a house/room that slaves are kept in</td>
</tr>
<tr>
<td>4. Homework</td>
<td>5 min.</td>
<td>Bales and Soodalter <em>The Slave Next Door</em> Chapter 1</td>
</tr>
</tbody>
</table>
Lecture 2 – Activity 1: Review Previous Lecture and Active Reading Strategies

Time: 10 min.

Purpose: To refresh students’ understanding of modern agricultural slavery and to reflect on their slave footprint

Materials needed: Whiteboard

Steps to cover: Start the class by reviewing the content from the previous lecture – the types of modern slavery, agricultural debt bondage, and the reasons for slavery in American fields and factories. This quick review will give the instructor an opportunity to transition into the students’ experience with the slavery calculator. Ask the students how many slaves “work” for them. Were they shocked by the number? By the products?

Assessments: n/a

Handouts: n/a
Lecture 2 – Activity 2: 19th century versus modern slavery

**Time:** 30 min

**Purpose:** This activity allows the students to understand the shift in living and working conditions from 19th century chattel slavery to modern agricultural slavery. Students should realize that modern slaves are inexpensive and, thus, expendable compared to their 19th century counterparts.

**Materials needed:** Whiteboard

**Steps to cover:** Start by dividing the students into groups of three. The students should first read Chapter II from *Narrative of the Life of Frederick Douglass* by Frederick Douglass using the active reading strategies just reviewed. After reading the short excerpt, the students should fill out the column for this text (Instructor can also facilitate a class discussion based on the criteria). Next, the students should read the Janine Zeitlin article “Slavery: Collier county’s connection” using the active reading strategies and paying special attention to how living and working conditions have changed and deteriorated.

**Assessments:** Instructor should walk around room as students read the excerpts and monitor reading strategies. At the end of each reading, students should fill out the column based on the criteria.

**Handouts:** Chapter II from Frederick Douglass’ *Narrative of the Life of Frederick Douglass* and Janine Zeitlin article “Slavery: Collier county’s connection” (http://www.smfws.com/art1292006.htm). Discussion questions for each text.

**Teaching Tips:** The instructor should divide the whiteboard into three sections to mimic handout and after each reading, the students can help fill in the blanks as a class. In this way, the instructor can facilitate a discussion on the topic and assess understanding.
Lecture 2 – Activity 3: Adbuster

**Time:** 10 min

**Purpose:** To reinforce readings and to measure understanding of modern slave conditions.

**Materials needed:** Projector/Overhead

**Steps to cover:** For homework, ask students to create an Adbuster for a room/house for rent that incorporates modern slave conditions. But before asking students to complete this assignment, hand out and project the Frederick Douglass example to help students visualize what an adbuster is. The instructor may also want to discuss the rhetorical purpose and audience of an adbuster. (Note: It might also be fun for the students to post their adbuster on Craigslist. However, if this method is used, students should make sure that the satirical nature of the ad is clear and that the post has a link to a human trafficking advocacy group like “Not for Sale”). Additionally, remind students to bring several copies for distribution.

**Assessments:** Collect a copy of the adbuster in the next class

**Handouts:** Adbuster example based on Frederick Douglass’ *Narrative*
Lecture 3: Public Awareness

Background

This lecture acts as an introduction to nonviolent protests by asking the students to distribute their adbusters around campus. Before doing so, however, the instructor and students should identify high traffic areas for maximum exposure.

After the students have distributed their ads, the instructor should ask the students to reflect on their public demonstration. Did they promote change in the campus community? Would their peers and instructors actually read their flyers? These questions can help the instructor transition the class into a conversation on public demonstrations and nonviolent protests in general.
## Lesson 3: Public Awareness

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<tr>
<th>Suggested Activities</th>
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<tbody>
<tr>
<td>1. Adbuster follow up</td>
<td>15 min.</td>
<td>Students will take their first steps as agents of change by posting their adbusters around school.</td>
</tr>
<tr>
<td>2. Adbuster debrief</td>
<td>10 min.</td>
<td>To reflect on the effectiveness of public demonstrations</td>
</tr>
<tr>
<td>3. Public Awareness – A solution?</td>
<td>20 min.</td>
<td>Read human rights awareness reading packet and discuss the effectiveness of awareness campaigns such as Kony 2012</td>
</tr>
<tr>
<td>4. Homework</td>
<td>5 min.</td>
<td>Bales and Soodalter Chapter 3</td>
</tr>
</tbody>
</table>
Lecture 3 – Activity 1: Adbuster follow up

**Time:** 15 min.

**Purpose:** Students will take their first steps as agents of change by publicly posting their adbusters on campus announcement boards.

**Materials needed:** Student adbusters

**Steps to cover:** By posting their adbusters on campus announcement boards, the students take their first step in creating public awareness of human trafficking. The adbusters communicate the existence of bonded slavery to the public, which will become the precursor to the unit’s final assignment – the “Wanted” poster.

**Assessments:** Instructors can collect a copy of the adbuster or evaluate them during the activity.

**Handouts:** n/a
Lecture 3 – Activity 2: Adbuster debrief

**Time:** 10 min

**Purpose:** Instructor should facilitate a class discussion on the effectiveness of their posters

**Materials needed:** n/a

**Steps to cover:** A quick reflection/debrief from the adbuster activity acts a segue into the broader conversation on the effectiveness of public awareness in combatting human rights violations. Will students, staff, and faculty read the ads? If so, will they consider where their food comes from? Will they change their consumer habits? If they won’t read the ads, is there a better means to raise public awareness?

**Assessments:** n/a

**Handouts:** n/a
Lecture 3 – Activity 3: Is Public Awareness Effective

Time: 25 min

Purpose: To think of human rights awareness in a broader sense and in the context of failed attempts such as Kony 2012

Materials needed: whiteboard

Steps to cover: After discussing the effectiveness of human rights awareness in the context of the students’ demonstrations, have the students read the packet of articles on awareness and Kony 2012. But before reading the packet, ask the students to share their knowledge about Kony 2012. Did Kony 2012 raise public awareness about child soldiers? Did it promote change? Was Kony 2012 a successful campaign, as far as they know? Once they activate this prior knowledge, they can start to think about Kony 2012’s shortcomings and human rights awareness in general. This lesson provides a foundation for thinking about their demonstrations later in the unit.

After they read the articles, start a class discussion on Kony 2012’s ineffectiveness. With this failed human rights campaign as a baseline, have the class start brainstorming the characteristics of a good human rights awareness campaign. The class will need these definitions later in the unit. You could also break the class into discussion groups.

Assessments: The class discussion should give the instructor insight into students’ understanding. The articles express the pros and cons of the Kony 2012 campaign and if students can identify the positives and the solutions to the negatives of Kony 2012, they can start thinking about what a successful human rights campaign looks like.

Handouts:

- New York Times “Room for Debate”: Fighting War Crimes, Without Leaving the Couch
  - Articles by Lissa Shannon, Adrian Hong, Angelo Izama, TMS Ruge, Sarah Margon, and Mikki Halpon
Lecture 4: Recruitment and Deception

This lesson furthers the class discussion on migrant labor exploitation by introducing the students to the deceptive recruitment practices of the labor contractors. This lesson has two goals: to educate the students on the economic conditions in Central America that are pushing laborers to emigrate, and to help students see why labor contractors have such an easy time of deceiving these migrants.

This lesson starts with an excerpt from the documentary *The Other Side of Immigration*, which is compilation of interviews with migrant laborers. The documentary explores the reasons why these men are willing to leave their homes and families and immigrate in extremely perilous conditions. As the documentary illustrates, the economy of Mexico, and of Central America, is what pushes these men to leave their home countries, as farming jobs are scarce and pay very little. The promise of good wages in the United States, then, becomes appealing. And even though this documentary does not address deceptive recruitment practices, it provides a good starting point in the discussion on why they go to these labor contractors and smugglers.

Finally, now that the students see the desperation of some of these men, they can start to look at the deceptive recruitment practices of the traffickers. From their readings in Bales and Soodalter, the students will already have a basic understanding of how these workers end up in forced servitude. Ask the students to pair up for a Think, Pair, Share and to think about how and why migrant laborers are tricked into debt bondage and forced labor. As they share their discussions, the instructor may want to write their thoughts on the board and add to them during the PowerPoint.
## Lecture 4: Recruitment and Deception

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<th>Suggested Activities</th>
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<tbody>
<tr>
<td>1. Documentary – <em>The Other Side of Immigration</em> (excerpt)</td>
<td>20 min.</td>
<td>This documentary is a compilation of interviews with Mexican immigrants, who outline their reasons for leaving Mexico for the US. This documentary will help students understand why it is so easy for recruiters to deceive these men.</td>
</tr>
<tr>
<td>2. Think, Pair, Share – Why do these slaves fall into the hands of traffickers</td>
<td>15 min.</td>
<td>To synthesize the information from the documentary with the Bales and Soodalter readings.</td>
</tr>
<tr>
<td>3. Recruitment and Deception PowerPoint</td>
<td>10 min.</td>
<td>To introduce students to recruitment and deception techniques and to add to the students’ points from the Think, Pair, Share</td>
</tr>
<tr>
<td>4. Homework</td>
<td>5 min.</td>
<td>Research the “Still Need to Know” (Questions the students still have after class)</td>
</tr>
</tbody>
</table>
Lecture 4 – Activity 1: The Other Side of Immigration documentary

**Time:** 20 min

**Purpose:** To introduce the students to the economic conditions of Latin America and to the reasons why these workers emigrate from their home countries.

**Materials needed:** Projector/ DVD player

**Steps to cover:** Before watching the documentary, have the students fill out the first two columns of the KWL+ organizer: “What I Know” and “What I Want to Know.” This activates their schema on Latin American economic conditions and the reasons for US/Latin American immigration (“What I Know”) and gives them a purpose in viewing (“What I Want to Know”). Next, view the film and have them fill out the third column, “What I Learned.”

After the excerpt, have the students write in a summary of the excerpt and their responses. Finally, the students should take a moment to brainstorm a few questions that they still have.

**Assessments:** Class discussion after Activity 2 / Research (homework)

**Handouts:** KWL+ organizer
Lecture 4 – Activity 2: Think, Pair, Share

**Time:** 15 min.

**Purpose:** To synthesize the information from the documentary and from the Bales and Soodalter readings.

**Materials needed:** Whiteboard

**Steps to cover:** First, ask the students to think about why it is so easy for recruiters and smugglers to take advantage of migrant workers and how they do so. They should draw on their knowledge from the readings this unit and from the documentary. Next, have the students pair up and share their thoughts.

**Assessments:** Instructor should walk and monitor, and if necessary, facilitate discussions.

**Handouts:** n/a
Lecture 4 – Activity 3: Recruitment and Deception

**Time:** 10 min.

**Purpose:** To inform students on how migrants are deceived and why they stay in slave conditions

**Materials needed:** projector and PowerPoint

**Steps to cover:** Before getting into the PowerPoint, review the reasons that migrants leave their home countries for the U.S. This way, the students can recall why these men are so easily taken advantage of. Also, be sure to hand out the Labor Recruitment and H-2 Visas handouts. These handouts supplement the PowerPoint. This PowerPoint is meant to educate students on how recruiters and contractors deceive migrants into coming to the U.S. both legally and illegally. It is important that the students understand that in both cases, employers subcontract labor recruitment so as to insulate themselves from the actual crimes being committed. This part of the discussion will inform the class discussion on how we solve the problem (lecture 6).

**Assessments:** Instructor should monitor student understanding during discussion to ensure that students are synthesizing information from documentary and information from PowerPoint

**Handouts:** Labor Recruitment Hierarchy; H-2 Visas Handout
Lecture 5: Nonviolent Protests

This lecture has two purposes: to help the students review what they have learned thus far in the unit and to introduce them to nonviolent protests. The first part of the lecture is a review activity that uses “expert” groups. Each group answers one question thoroughly so that its members can teach other classmates outside that group.

The last part of the lecture introduces students to nonviolent protests through Bruce Hartford’s “Onion Theory of Nonviolent Protest.” This approach to nonviolent protests is especially relevant a composition or rhetoric classroom because it not only asks the students to consider the message of the protest but the most effective way of disseminating that message.

This unit culminates in an assignment that asks students to create a “Wanted” poster for a labor trafficking violator. But simply creating the poster will not promote change. The students will be asked in the next lecture to consider effective ways of using that poster to raise awareness and this lecture acts as a foundation for doing so.
## Lecture 5: Nonviolent Protests

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<tbody>
<tr>
<td>1. Jigsaw – Review Unit Materials</td>
<td>30 min.</td>
<td>Review all the material covered so far this unit. Each group will become an expert group and will “teach” their classmates about their assigned topic</td>
</tr>
<tr>
<td>2. Nonviolent Protests PowerPoint</td>
<td>15 mins.</td>
<td>To introduce students to use of nonviolent protests in promoting social justice</td>
</tr>
<tr>
<td>3. Homework</td>
<td>10 mins.</td>
<td>Bales and Soodalter Chapter</td>
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</table>
Lecture 5 – Activity 1: Jigsaw – Review Unit

**Time:** 20 mins

**Purpose:** Review all the material covered so far this unit. Each group will become an expert group and will “teach” their classmates about their assigned topic

**Materials needed:** n/a

**Steps to cover:** Put the students into five groups and assign one question to each group. These groups will work together to collect as much information as possible to answer that question. The goal is that each member is an expert in that question.

After 10 minutes, create new groups in which each group has one representative from the initial groups. In these new groups, each “expert” will teach the others about their question/topic.

**Assessments:** Instructor should monitor student discussions

**Handouts:** Jigsaw questions
Lecture 5 – Activity 2: Nonviolent Protests PowerPoint

**Time:** 20 mins

**Purpose:** To introduce students to use of nonviolent protests in promoting social justice

**Materials needed:** PowerPoint, projector

**Steps to cover:** This PowerPoint is an introduction to the different types of nonviolent protests and the effective dissemination of a political message. The content of this PowerPoint is based on Bruce Hartford’s “Onion Theory of Nonviolent Protests,” which ultimately argues that political messages are most effective for the participants and observers of a protest. Additionally, Hartford argues that spreading a message by word of mouth far outweighs the effectiveness of mass media, which may challenge students’ preconceived notions of protests. In essence, targeted, local protests are the most effective. The instructor should review Hartford’s article before giving the PowerPoint.

**Assessments:** Final Assignment

**Handouts:** n/a

**Additional Resources**

Lecture 6: How do we solve this issue?

This lecture asks students to bring it all together. They need to synthesize what they have learned about agricultural slavery – its victims, violators, causes, and conditions – with what they have learned about human rights public awareness and nonviolent protests.

The students will first think about what they have learned from Bales and Soodalter in regards to stopping human trafficking and how these solutions can be translated into broader actions and protests.

Finally, the students are introduced to the “Wanted Poster” assignment, which asks them to demonstrate their knowledge of agricultural slavery, their knowledge of rhetorical strategies, and raising public awareness. The instructor may want to take a moment to review the rhetorical strategies such as audience and purpose or dedicate an additional lecture to these techniques.
Lecture 6: Nonviolent Protests

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<tbody>
<tr>
<td>1. Class Reflection</td>
<td>10 min.</td>
<td>To think about nonviolent protest in the context of labor trafficking, forced agricultural labor, and migrant debt bondage</td>
</tr>
<tr>
<td>2. How do we combat these causes?</td>
<td>20 mins.</td>
<td>To review reading from Bales and Soodalter and to synthesize their solutions with students' new knowledge on nonviolent protests</td>
</tr>
<tr>
<td>3. The “Wanted” Poster Assignment</td>
<td>20 mins.</td>
<td>Assign “Wanted” Poster assignment and brainstorm effective methods of dissemination</td>
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</tbody>
</table>
Lecture 6 – Activity 1: Reflection

**Time:** 10 min.

**Purpose:** To think about nonviolent protest in the context of labor trafficking, forced agricultural labor, and migrant debt bondage

**Materials needed:** n/a

**Steps to cover:** The instructor should facilitate a discussion on how nonviolent protests can promote change in forced labor and debt bondage practices. The instructor may wish to point the students to the Taco Bell protest that Bales and Soodalter discussed in Chapter 2 of *The Slave Next Door*. This discussion will point the students to the bigger culprits of labor trafficking. The instructor may also wish to have the students brainstorm ways in which to protest against the landowners and contractors.

**Assessments:** Instructor should monitor and facilitate discussion to check for understanding.

**Handouts:** n/a
Lecture 6 – Activity 2: Solutions to Agricultural Slavery

**Time:** 20 mins

**Purpose:** To review reading from Bales and Soodalter and to synthesize their solutions with students’ new knowledge on nonviolent protests

**Materials needed:** whiteboard

**Steps to cover:** Bales and Soodalter's final chapter is meant to educate readers on how they can help stop human trafficking than using nonviolent protests to promote change. But the information could be very useful in the students’ posters and demonstrations. This activity will help see the students draw connections between the educational purpose of nonviolent protests and Bales and Soodalter’s solutions. Instructors can approach this activity in a variety of ways – through group discussions/class reporting or as a whole class activity. By the end of the activity, the students should be able to incorporate Bales and Soodalter's solutions into their poster assignment.

**Assessments:** n/a

**Handouts:** Bales and Soodalter discussion questions
PowerPoint Presentation

#1

What is “modern slavery”?
What is “modern slavery”? 

Wait... I thought slavery was abolished over a century ago!
Well, technically, you’re right

BUT slavery exists all around you in many forms:

• Agricultural labor
• Sweatshops
• Sex Slaves
• Domestic Servitude

Image from the Sweatshop project (from WikiCommons)
Labor Trafficking:

- Agriculture and farms (including slaughterhouses and meat packing plants)
- Domestic work (i.e. nannies and maids)
- Hostess and Strip Clubs/ Brothels (includes adults and children)
- Restaurants and Food Service
- Factories
- Peddling and Begging Rings
- Hospitality (i.e. hotels and resorts)
- Construction and Landscaping
- Retail and Service Boutiques
- Child Soldiers
Where does your food come from?
Farmworkers

- Forced Labor: workers are forced to work in the fields for 12-14 hours a day, seven days a week for no pay. They are often locked up in crowded, run-down trailers, are kept under constant surveillance and armed guard, and threatened with violence if they try to escape.

- Debt Bondage: workers are trafficked into the U.S. with the promise that their smuggling fees can be paid off “quickly” as they work. However, employers deduct lodging, food, accommodations, transportation fees, and “taxes.” In the end, the workers are left with little to no money to pay off their debt.
A true story . . .

“A young man came to the U.S. to look for work, because he needed to support his aging parents. A recruiter helped transport the man along with several others. Once in Florida, the recruiter offered the men jobs picking tomatoes. The young man was forced to work extremely long hours. Once the recruiter beat two of the other workers when they tried to take a break, and he threatened to harm the other workers if they stopped work. He also threatened to report the workers to immigration if they attempted to leave”

- National Human Trafficking Resource Center
Means of Control

- Force – Isolation in migrant camps and rural areas; control over transportation and communication with outsiders; physical and sexual abuse.

- Fraud – False promises about the job; altered contracts and pay-statements; exorbitant recruitment fees for jobs that have low wages in actuality.

- Coercion – Exploitation of foreign national workers’ lack of familiarity with the language, laws and customs of the U.S.; verbal and psychological abuse; threats of deportation or other harm to the victim or the victim’s family; confiscation of passports and visas; manipulation of debt workers took on to obtain the job; debt bondage through high fees for rent, food, tools, transportation and other expenses.

- From the Polaris Project
Why are they vulnerable?

- Isolation – Farm work often necessarily occurs in rural, sparsely populated areas. Migrant farmworkers traditionally live in housing provided by their employer. Crewleaders or employers who wish to exert control over farmworkers may keep them confined to the property, sometimes with the use of locks, armed guards or dogs.

- Exclusion from certain labor laws – Migrant and seasonal farmworkers are vulnerable to exploitation due to their exclusion from basic labor protections afforded to workers in other industries, such as laws governing overtime pay, the right to organize and bargain collectively, minimum wage, workers’ compensation, and less restrictive child labor laws.
Why are they vulnerable?

- Immigration Status – Traffickers threaten foreign national workers with arrest and deportation, even those workers with visas and permits. Additionally, farmworkers on H-2A visas can only work for the employer who requested their visa, which leaves them open to abuse and exploitation by their employers, crewleaders, or recruitment agencies

- the Polaris Project
How big of a problem is this?
Statistics

• Unfortunately, because forced labor and debt bondage take place in isolated, rural areas and that the victims are usually immigrant workers, it is difficult to tell.

• Since 2000, the U.S. Department of Justice has prosecuted 7 cases involving over 1,000 victims.

Image from US National Archives
Statistics

In one recent case (2010), the DOJ indicted Global Horizons, a labor recruitment contractor, that trafficked over 400 Thai workers and forced them to work the fields of 13 states. They forced a substantial debt onto these workers, confiscated their passports and visas, and deported problem workers in order to maintain compliance.

Image from US National Archives
What foods are affected?

- All meats – beef, pork, chicken
- Tomatoes
- Oranges
- Chocolate
- Coffee and Tea
- Strawberries
- Apples
- Walnuts
- Lettuce
- And the list goes on and on
PowerPoint Presentation

#2

Recruitment and Deception
Recruitment and Deception
Why do migrants come to the U.S.?

- What did we learn about U.S./Mexican immigration from *The Other Side of Immigration*?
- Why do migrant laborers leave their homes and families to come to the U.S.?
  - Few unskilled/agricultural jobs in Latin America
  - Wages are not enough to support families
  - Success stories from friends and family in the US
  - Promise of high wage agricultural and factory jobs in the US

Image from Archiu MACBA
Migrant Populations from Mexico and Central America, 2009

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>El Salvador</td>
<td>1,150</td>
<td>0.4</td>
<td>6,194</td>
</tr>
<tr>
<td>Belize</td>
<td>49</td>
<td>0.02</td>
<td>313</td>
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<tr>
<td>Mexico</td>
<td>11,478</td>
<td>3.8</td>
<td>110,645</td>
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<tr>
<td>Honduras</td>
<td>468</td>
<td>0.15</td>
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<tr>
<td>Guatemala</td>
<td>799</td>
<td>0.26</td>
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<tr>
<td>Nicaragua</td>
<td>253</td>
<td>0.08</td>
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<tr>
<td>Panama</td>
<td>104</td>
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<tr>
<td>Costa Rica</td>
<td>86</td>
<td>0.02</td>
<td>4,640</td>
</tr>
<tr>
<td>Total</td>
<td>14,387</td>
<td>4.7</td>
<td>153,115</td>
</tr>
</tbody>
</table>

Source: the U.S. Census Bureau
Irregular Migration

- Irregular migrants (undocumented) either seek out or are recruited by human smugglers (coyotes)

- While most migrants pay their smuggling fees up front and find “real” work in the U.S., many are deceived and sold into slavery

**Debt Bondage**

- Smugglers will “lend” the fees and promise high paying jobs that will allow them to pay off their debt quickly

- However, the interest rates are exorbitantly high and the labor contractors will often charge high rent and charge for “accommodations,” including transportation to the fields
"Legal" Slavery

Many of the slaves in the U.S. are even brought here legally!

They come on the H-2A (agricultural) and H-2B (factory) visas. But, again, these migrants are deceived. The contractors lend them money with the promise of a high-paying job. But with high interest rates, fees, rent, food, and accommodations, these men can never pay off their debt.
Irregular vs. Legal

In both instances, migrants are targeted and recruited in their home countries, promised high paying jobs, and brought to the U.S. where things are not as they seem.

Both pathways use labor contractors, who recruit and transport the migrants into the U.S. and manage them in the fields and factories.

The employers – landowners and corporations – use these contractors to insulate themselves from the crimes of forced labor and debt bondage.
Why do they stay?!

- The slaves are constantly monitored, locked in trailers and houses, and threatened with violence.
- The contractors will threaten the slaves’ families in their home countries.
- Slaves, especially those on H-2 visas, are threatened with deportation.
- The slaves are kept in rural, isolated parts of the U.S., which they are unfamiliar with.
- The contractors will confiscate any passports or visas.
- Honor – many slaves feel duty-bound to pay off their debt.
Nonviolent Protests

Promoting Change through Demonstrations of Outrage

Image from Wikipedia user Aaty87
Categories of Nonviolent Protests

- Education
- Organizing
- Alternative Social Structures
- Personal-witness
- Non-cooperation
- Direct Action Protests
Actions Include

Large scale actions
- Boycotts
- Mass Marches
- Strikes
- Civil Non-cooperation

Small scale actions
- Pickets
- Sit-ins
- Freedom Rides
- Occupations

Image from Wikipedia user Cesarbojorquez
The Onion Theory of Nonviolent Protests

By Bruce Hartford

Image from Jonathan McIntosh
4 Layers of the Onion

- **Participants** – those engaged in the nonviolent protest
- **Observers** – those that the protest is targeted at (i.e. businesses, government, etc.), and the bystanders who witness the protest
- **Grapevine** – those that hear about the protest from someone they know (either in person or through social media)
- **The Media** – those that hear of the protest through mass media
Participants

- Those that actually participate in the protest
- Inner layer of the onion
- Smallest in numbers and affected most deeply by the protest
- Participants also have the most wholesome, unaltered experience
- Activism also provides a lasting impression on participants
Observers

- Protest target – business, government, individual
- Bystanders who witness protest
- More people but less conviction
- Observers are influenced more “sympathy and support than fear and opposition”
- Observers are best reached through personal interaction (conversations, handing out of pamphlets and flyers, answering questions)
The Grapevine

- Third layer

- Theoretically, the number of people who hear about the protest should exceed the participants and observers.

- But since these people didn’t experience the protest, the effects is lessened.

- Information can be passed along through conversation or social media but it must be passed from a participant or observer.

- The message either needs to be unique or humorous in order to affect the grapevine (not violent or hateful).
The Media

- Outermost layer includes TV, newspaper, radio, websites, etc.
- Largest audience but impersonal medium
- Influence and control of message has also been greatly diminished – mass media has its own agenda and cares only for ratings
- Therefore, media coverage is not always an ideal means of disseminating a political message through nonviolent protests
The Message

- Explicit message: conveyed through words or images. The protest’s outward political demand

- Implicit message: actions, the newly created bonds between protesters, and shared emotions and experiences

- The message is most easily controlled by the participants (the inner layer)

- Message is diminished by the time it reaches the Grapevine and the Media
Our Message

How can we effectively raise public awareness around debt bondage and forced labor in the agricultural sector and inspire our observers and the grapevine to action?
Appendix: Materials

Articles
• *New York Times* “Room for Debate”: Fighting War Crimes, Without Leaving the Couch
  − Articles by Lissa Shannon, Adrian Hong, Angelo Izama, TMS Ruge, Sarah Margon, and Mikki Halpin

Books
• Bales, Kevin and Ron Soodalter. *The Slave Next Door: Human Trafficking and Slavery in America Ti*

Handouts
• Adbuster Assignment Sheet
• Frederick Douglass adbuster example
• H-2 Visas Information Sheet
• Jigsaw Questions
• Labor Recruitment Hierarchy
• *Slave Next Door* Ch. 10 discussion questions
• Wanted Poster Assignment Sheet
• “What is Modern Slavery?” U.S. Secretary of State (http://www.state.gov/j/tip/what/)

PowerPoints
• Deception and recruitment
• Introduction to modern slavery
• Nonviolent Protests

Videos
• *The Other Side of Slavery* Dir. Roy Germano (2009)
FOR RENT

**** Two Weeks FREE Rent ****

Quiet and secluded 1 BR/ 0 BA home!

Located in a beautiful wooded area and part of a quaint, private community.

Close to work!

Home has been remodeled with weathered drift, giving the interior a rustic feel and look. Recently installed roof only leaks during torrential downpours, and new curtains will keep the draft out and your family warm!

DO NOT DELAY! Move in today.

COST: Your life and labor for 24 hours/day, 7 days/week, 365 days/year.

DO NOT MISS OUT ON THIS DEAL! TELEGRAPH TODAY!
**H-2 Visas Information Sheet**

**H-2A and H-2B Visas**

<table>
<thead>
<tr>
<th>H-2A</th>
<th>H-2B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural</td>
<td>Non-agricultural</td>
</tr>
</tbody>
</table>

**To qualify, a PETITIONER must:**

- “Offer a job that is of temporary or seasonal nature”
- “Demonstrate that there are not sufficient U.S. workers who are able, willing, qualified, and available to do the temporary work”
- “Show that the employment of h-2A workers will not adversely affect the wages and working conditions of similarly employed U.S. workers”
- “There are not enough U.S. workers who are able, willing, qualified, and available to do the temporary work”
- “The employment of H-2B workers will not adversely affect the wages and working conditions of similarly employed U.S. workers”
- “Its need for the prospective worker’s services or labor is temporary” – one-time occurrence, seasonal need, peakload need, or intermittent need

**Period of Stay**

- Up to the period authorized on the temporary labor certification
- May be extended in increments of up to a year
- Maximum period of stay is 3 years
- After 3 years, immigrant must depart U.S. and wait for 3 months before seeking readmission

**Family of H-2 Workers**

Wife and children under 21 may acquire H-4 nonimmigrant classification but are not eligible for employment in the U.S.

**Employment Notifications**

- **No Show:** The H-2A worker fails to report to work within 5 days of the latter of the employment start date on the H-2A petition or the start date established by the employer”
- **Abandonment:** The H-2A worker leaves without notice and fails to report for work for 5 consecutive workdays without the consent of the employer”
- **Termination:** The H-2A worker is terminated prior to the completion of the H-2A labor or services for which he or she was hired”
- **Early Completion:** The H-2A worker finishes the labor or services for which he or she was hired more than 30 days earlier than date specified in the H-2A petition”

**Fee Notifications**

**Prohibited Fees**

- “A petitioner, agent, facilitator, or similar employment service is prohibited from collecting a job placement fee or other compensation (either direct or indirect) at any time from an alien H-2A[or B] worker as a condition of employment.

**Fees Not Prohibited**

- The lesser of the fair market value or actual costs of transportation
- Any government-mandated passport, visa, or inspection fees
Jigsaw Questions

Jigsaw Expert Group Questions

1. What is modern slavery? In what forms is it present in the U.S.?

2. How is modern slavery like 19th century slavery? How is it different?

3. In what ways is public awareness effective in promoting human rights and stopping violations? In what ways is it ineffective?

4. Why do migrant laborers leave their families and homes in Latin America for the U.S.?

5. How do recruiters and smugglers trick migrant workers into forced labor and debt bondage?
**Labor Recruitment Hierarchy**

**Labor Recruitment Hierarchy**
**H-2A and H-2B Visas**

- **Inside the U.S.A.**
  - Employers
  - Slaveholders (Contractors)
  - Labor Brokers

- **Outside the U.S.A.**
  - Labor Recruiter
  - Field Agents
  - Migrants

*adapted from O’Riordan, Bridget. “Migration and Debt Bondage: Manifestations and Policy Recommendations.” USD Trans-Border Institute*

**Labor Recruitment Hierarchy**
**Irregular Migrants**

- **Inside the U.S.A.**
  - Employers
  - Slaveholders (Contractors)

- **Outside the U.S.A.**
  - Migrants
SLAVE NEXT DOOR CH. 10 DISCUSSION QUESTIONS

Discussion Questions
The Slave Next Door Ch. 10

1. In what ways are modern slaves being “hidden in plain sight”? How can we use activism to create a diligent, informed public?

2. How can ordinary, concerned citizens get involved in helping trafficking victims?

3. Bales and Soodalter offer many ways to “spread the word.” How could we disseminate these solutions as participants in a nonviolent protests?

4. Notice that Bales and Soodalter argue that “to eliminate slavery from this country, we must do it ourselves, one citizen at a time, and working together. Almost every major positive change in our country was accomplished through grassroots effort” (253). They do not mention the media and they only mention politicians through the grapevine. How is it our responsibility as citizens to raise awareness? What is the most effective way to do so?
“What is Modern Slavery?” Secretary of State

Jigsaw Expert Group Questions

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5. How do recruiters and smugglers trick migrant workers into forced labor and debt bondage?
### “What is Modern Slavery?” U.S. Secretary of State

*Working and Living Conditions…*

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Then</th>
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<tbody>
<tr>
<td>1. The Slaveholders</td>
<td><em>from Narrative of the Life of Frederick Douglass</em> by Frederick Douglass</td>
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<tr>
<td>2. Crops</td>
<td></td>
</tr>
<tr>
<td>3. Number of Slaves</td>
<td></td>
</tr>
<tr>
<td>4. Consequences for non-compliance</td>
<td></td>
</tr>
<tr>
<td>5. Accommodations (i.e. food allowance, clothing, housing, etc.)</td>
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<tr>
<td>6. A typical day for the slaves</td>
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</thead>
<tbody>
<tr>
<td>and NOW</td>
</tr>
<tr>
<td>from “Slavery: Collier county's connection” by Janine Zeitlin</td>
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