

31636 Human Trafficking and its Gendered Dimensions in Africa

(ANT 324L)

Instructor: Professor Tina Osezua

Office: 5.166

Office Hours: Thursday (1-3pm by Appointment)

Class Hours: TTH: 3:30 pm-5:00pm

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Class Venue: PAR 101

Also Listed as (AFR 374C, WIGS, 340)

COURSE DESCRIPTION & OBJECTIVES

Despite the overwhelming research on human trafficking in Asia, Europe and the Americas, relatively very scanty information is known about the global pandemic in Africa. For instance, major parts of West Africa economies are largely dependent on the exploitation of natural economic resources like agriculture and mining. The region has the fastest growing population rates with disproportionate social amenities, inadequate physical infrastructures, uncontrolled urbanization, high incidence of unemployment, poverty, pervading insecurities and weak social institutions with wide inequities in distribution of wealth amidst very conspicuous gender inequality. All these factors have contributed to making human trafficking for the purpose of sexual exploitation a viable option for both the traffickers and the trafficked. The ethnographic study of human trafficking is imperative to capturing the complex dynamics associated with sex trafficking as such analyses go beyond the individuals and assess the context; political economy, social cultural environment and the legal/ regulatory frameworks in the region, Nigeria in West Africa, a significant source, transit point, and destination for sex-trafficking. Hence, historical processes, social institutions within pervasive patriarchal structures in which this phenomenon of human trafficking is implicated will be examined, engaging ethnographic lens. This course will introduce students to the challenges of human trafficking and other endemic forms of exploitation, highlighting critical factors associated with its prevalence. The attendant consequences of human trafficking on selected social structures in the region will be explored.

COURSE OBJECTIVES

1. To gain understanding about the definition, prevalence and magnitude of human trafficking at a global level.
2. To identify the various forms of exploitation endemic within the West African region.
3. To identify factors that have precipitated sex trafficking within the region with great emphasis on the gendered dimension of the phenomenon.
4. To examine the various national and regional protocols and regulatory efforts to stem the trafficking tide in the region.
5. To undertake an ethnographic account of a particular social context: the Nigerian Situation
6. To highlight the effects of human trafficking on women's status.
7. To highlight on-going efforts of state and non-state actors at national and regional levels towards combating human trafficking.

READINGS

Please note that all the readings are carefully selected in order to accomplish the set objectives of this course. The required books for this course include:

1. Shelly, L. (2010). *Human Trafficking: A global Perspective*. New York: Cambridge Press
2. Cullen-Dupont, K. (2009). *Human Trafficking* New York: Facts on File Inc.
3. Thanh-Dan T. (2005). *Poverty Gender and Human Trafficking in Sub Saharan Africa: Rethinking Best Practices in Migration Movement*. UNESCO
4. Bradbury, R. (1957). *The Benin kingdom and the Edo speaking people of South-Western Nigeria*. London: International African Institute

Grading and Assignments

Final Grade Breakdown

Assignment	Percentage (100%)	Due Date
Class Attendance	10%	
Periodic Class Quiz	10%	
Film Screening Exercise	20%	
Assignments	15%	
Paper Presentation	10%	
Final Exam	35%	

Note: The grades are weighted. Grading will be based on 100 total percentage points divided accordingly.

Overall semester averages will earn the following letter grades:

93-100: A 90-92: A-

87-89: B+ 83-86: B 80-82: B-

77-79: C+ 73-76: C 70-72: C-

67-69: D+ 63-66: D 60-62: D- 0-59: F

Evaluation and Points: (No extra credit will be awarded, and the course is not graded on curve) The weight is distributed to ensure success for all students, balancing the various needs to participate, interact, engage, think critically, and write well. Not all students seek an A or B grade, but those who do should expect to do the maximum required. Always read before the class so that you can understand the lectures and ask questions.

Class rules:

- 1) All assignments must be submitted on due dates. At least, 2 points per day are deducted thereafter.
- 2) Except on medical ground or permission from the Dean's office, there is no make-up examination.
- 3) There is no option for additional credit.
- 4) Failure to read the books or journals, which will be detected in projects and examinations, will be treated as lack of preparation.
- 5) Attendance is necessary to make sense of the lectures. It is expected that lectures and class discussions will be reflected in all projects. The Instructor will not use office hours to repeat class lectures but to clarify points.

Attendance policy:

The class attendance will be counted from the 23rd of January 2020. It will be counted based on the total of 27 remaining classes. So, for each absence, students will lose approximately 0.37 points from the final grade. Absences will be excused if a student provides documentation of emergency health situation, death in family, job interviews, etc. However, without documentation no excuses will be granted.

Periodic class quiz:

The periodic class quiz is designed to enhance students' familiarity with the continent of Africa as it relates to the incidence of human trafficking. Additional instructions to take the test will be given during class.

Film Writing Assignments

A list of several documentary films will be provided for a good understanding of the social context in which human trafficking occurs in West Africa will be shared. Students will be duly informed about the film. Students are to select **three**, write a 3-5 pages in response to the information provided in the film, summing up key points, providing any critique, and incorporating/relating it to other information learned in the class. You are to submit the assignment promptly when it is due.

Assignments:

Critical questions arising from assigned texts will be raised. Sometimes written responses to these questions will be requested (especially those that are particularly

related to your exams, i.e., for exam prep). Other times, questions will be used solely as a guide for class discussion. You are expected to participate in the class discussion and must be prepared for each class by completing your reading assignments. The instructor will determine those written assignment that will be turned in.

Presentation:

A group presentation will be given to each group based on the specific objective of the course. The idea is to stimulate teamwork and develop problem solving strategies through brain storming sessions and enhance presentation skills of students. More information will be provided as soon as the course commences.

Final Examination:

The examination consists of two essay questions. Students are expected to answer both questions, writing at least three pages on each. Essay questions will be drawn from a pool of questions submitted through Canvas. The exams require that you integrate materials from textbooks, lecture notes, and films.

University Regulations

University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Any student found guilty of scholastic dishonesty may receive an “F” in the course and be remanded to the appropriate University of Texas authorities for disciplinary action. For more information, view Student Judicial Services at <http://deanofstudents.utexas.edu/sjs>.

Use of Class Materials: No material presented in lecture may be directly or indirectly published, posted to the Internet, or rewritten for publication or distribution in any medium. Neither these materials nor any portion thereof may be stored in a computer except for personal and non-commercial use. All information derived from the internet must be adequately cited.

Student Privacy: The Family Educational Rights and Privacy Act (FERPA) require that student privacy be preserved. Thus, the posting of grades, even by the last four digits of the social security number, is forbidden. All communication will remain between the instructor and the student, and the instructor will not be able to share details of the student’s performance with parents, spouses, or any others.

Documented Disability Statement: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).

Trigger Warnings: Sensitive Content: This is a course on human trafficking and its gendered dimensions in Africa, so the content and discussion will necessarily engage with sensitive material in each class session, all the readings, and in the assignments. Those topics may include the following: violence, kidnapping and abduction, sexual assault, abuse, ethnic discrimination, religious discrimination, and sexism. Some of the materials are emotionally and intellectually challenging to engage with. Since I am not a mental health professional I do not understand all possible conditions that could be triggered, so if I need to be aware of any personal circumstances, please stop by and let me know or provide an SSD accommodations letter and I will be happy to adjust as possible. To the full extent possible, I will provide alternative readings, assignments, or discussion opportunities to adequately accommodate. More generally, I will do my best to make space for thoughtful, respectful, and meaningful discussion of difficult content each class session, while balancing the weightiness of the topics, including when possible advance notice of material that is more sensitive than usual for a course on human trafficking. Students with concerns related to these topics may wish and are encouraged to consult the UT Counseling and Mental Health Center: <https://cmhc.utexas.edu>, or another organization that provides suitable support. (Some of this material adapted from <https://sites.lsa.umich.edu/inclusive-teaching/>).

Religious Holy Days: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit:

<http://www.utexas.edu/safety/bcal>

Use of E-Mail for Official Correspondence to Students: E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/help/utmail/1564>

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated, or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office gives you instructions.

Q Drop Policy: Texas law limits the number of course drops for academic reasons to six. Senate Bill 1231 says: “Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.

Syllabus on Human Trafficking and its gendered Dimension in West Africa

DATE	Main Topic	Readings	Assignment/Activity
<p>Week I</p> <p>Jan 21st Tuesday:</p> <p>Jan 23rd Thursday:</p>	<p>Introduction to Human Trafficking Course-An Overview</p> <p>Human Trafficking a global pandemic: Facts and Figures. Definition of Concepts</p>	<p>Human Trafficking all around you. This is how it works TED talk Noy Thrupkaew (18 Mins) https://www.ted.com/talks/noy_thrupkaew_human_trafficking_is_all_around_you_this_is_how_it_works</p> <p>Cullen-DuPont, K.(2009). Human Trafficking, New York. Info base (Introduction)</p> <p>Global Reports on Trafficking (2012) https://www.unodc.org/documents/data-and-analysis/glotip/Trafficking_in_Persons_2012_web.pdf</p>	<p>Discussion</p> <p>Film Screening</p>
<p>Week 2</p> <p>Jan 28th Tuesday</p>	<p>Forms of modern- day slavery (Global Realities)</p> <p>Domestic Servitude</p> <p>Child Labor</p> <p>Bonded Labor</p> <p>Forced Marriages</p> <p>Sex Trafficking</p>	<p>Shelly, L. (2010) <i>Human Trafficking: A global Perspective</i>. New York: Cambridge Press</p> <p>Cullen- DuPont, K (2009) Human Trafficking, New York. Info base (Chapter 1 &2)</p> <p>Barner JR, Okech D, Camp MA. Socio-Economic</p>	<p>Film Screening/ Lectures and Discussion</p>

<p>Jan 30th Thursday</p>	<p>Why has trafficking flourished globally: Selected cases</p>	<p>Inequality, Human Trafficking, and the Global Slave Trade. <i>Societies</i>. 2014; 4(2):148-160.</p> <p>Cullen-Du-Pont, K. (2009) Human Trafficking, New York. Info base (Chapter 3)</p> <p>Weitzer, R (2007) The Social Construction of Sex Trafficking ideology and Institutionalization of a Moral Crusade https://doi.org/10.1177%2F0032329207304319</p>	
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<p>Week 3 Feb 4th Tuesday</p> <p>Feb 6th Thursday</p>	<p>The West African Subregion: History of various forms of human trafficking</p> <p>Importance of Context and Peculiarities of Human Trafficking Incidences</p>	<p>Fage, J. (1969). Slavery and the Slave Trade in the Context of West African History. <i>The Journal of African History</i>, 10(3), 393-404. doi:10.1017/S0021853700036343</p> <p>Marcus, A. & Snajdr, E. Anti-Anti-Trafficking? Towards Critical Ethnographies of Human Trafficking. <i>Dialectical Anthropology</i> (2013) 37: 191. https://doi.org/10.1007/s10624-013-9307-0</p> <p>Bradbury R. (1957). <i>The Benin kingdom and the Edo speaking people of South-Western Nigeria</i>. London: National African Institute</p> <p>Ronald Weitzer (2007) The Social Construction of Sex Trafficking ideology and Institutionalization of a Moral Crusade https://doi.org/10.1177%2F0032329207304319</p> <p>Curnow, K. (1997). Prestige and gentlemen: Benin's ideal man. <i>Art Journal</i>, 56(2): 75-81</p>	<p>Film Screening / Discussion</p>
<p>Week 4 Feb 11th</p>	<p>Trends in Human Trafficking in West</p>	<p>Relwende, O. (2012) The Challenges of Transnational Human Trafficking in West Africa. <i>Africa Quarterly</i> Vol.13 Issues 1&2 Spring</p>	

Tue	Africa	http://asq.africa.ufl.edu/files/Sawadogo-2012.pdf	
Feb 13 th Thursday	Case Study: Ethnography of Nigeria and human trafficking: Exploring Contexts	<p>Aghu Osita (2003)</p> <p>www.researchgate.net/profile/Osita_Agbu/publication/265280680_West_CORRUPTION_AND_HUMAN_TRAFFICKING_THE_NIGERIAN_CASE/links/556653f308aec22682ff19f8.pdf</p> <p>Okolie-Osemene James (2017) A study of Human Trafficking for sexual exploitation within the Gulf of Guinea countries (Working Paper Series-INFRI)</p> <p>Osezua, O.C. (2017) “The Ethnography of Sex Trade among Bini Women of Trade among Bini Women of Southern Nigeria.” In Adeniran A., and Ikuteyijo, L. (eds.) <i>Africa Now! Handbook of Africa and Society</i>, New York, United States of America: Springer International Publishing (Palgrave Macmillan), 321-240.</p> <p>Thanh-Dan Truong (2005) <i>Poverty Gender and</i></p>	

		<p><i>Human Trafficking in Sub Saharan Africa: Rethinking Best Practices in Migration Movement.</i></p> <p>UNESCO</p>	
<p>Week 5</p> <p>Feb 25th</p> <p>Tuesday</p> <p>Feb 29th</p> <p>Thursday</p>	<p>The Political Economy as a precipitating factor</p> <p>The Social Cultural Context</p>	<p>Babatunde, A. (2014). Human Trafficking and Transnational Organized Crime: Implications for Security in Nigeria. <i>Peace Research</i>, 46(1), 61-84. Retrieved from http://www.jstor.org/stable/24896053</p> <p>Osezua, O.C. (2017) “The Ethnography of Sex Trade among Bini Women of Trade among Bini Women of Southern Nigeria.” In Adeniran A., and Ikuteyijo, L. (eds.) <i>Africa Now! Handbook of Africa and Society</i>, New York, United States of America: Springer International Publishing (Palgrave Macmillan), 321-240.</p>	<p>Film Screening</p> <p>From Benin City to Italy</p> <p>https://www.youtube.com/watch?v=3qsIK0G-whM</p>
<p>Week 6</p> <p>March 3rd</p> <p>Tuesday</p>	<p>Gender dynamics in sex trafficking in Nigeria</p>	<p>Osezua, O.C. (2016) Gender Issues in Human Trafficking: Incidences in Edo State of Nigeria. <i>African Sociological Review, CODESRIA, Senegal</i>. Vol. 20, (1), 37-59.</p>	<p>Lectures/ Discussion</p>

<p>March 5th Thursday</p>	<p>Religious dimensions of human trafficking</p>	<p>. Onyejekwe, C. (2005). Influences of Global Human Trafficking Issues on Nigeria: A Gender Perspective <i>Journal of International Women's Studies</i>, Vol. 7, No. 2.</p> <p>Osezua, O.C. (2016) "The Gender and Religious Dimensions of Human Trafficking in Sub-Saharan Africa" in Jean –Guy Goulet (ed.) <i>Religious Diversity Today Experiencing Religion in the Contemporary World. Religion transforming societies and social lives Vol3.</i>, California, United States of America: Praeger publishers, 303-322.</p> <p>May Ikeora (2016) The role of African Traditional Religion Juju in human Trafficking and Anti Trafficking. <i>Journal of International Women's Studies</i>. Bridgewater State University. Vol. 17 (1) pp1-18</p>	
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		/vc.bridgew.edu/cgi/viewcontent.cgi?article=1835&context=jiws /www.youtube.com/watch?v=6zWagkoYk1M	
<p>Week 7</p> <p>March 10th Tuesday</p> <p>March 12th Thursday</p>	<p>Selected National and Regional Legal and frameworks and regulatory instruments</p>	<p>Visit the link below for a comprehensive list</p> <p>https://libguides.law.illinois.edu/c.php?g=937587&p=6778199</p> <p>Thanh-Dan Truong (2005) <i>Poverty Gender and Human Trafficking in Sub Saharan Africa: Rethinking Best Practices in Migration Movement.</i> UNESCO</p>	
Week 8	Spring Break	Spring Break	Spring Break
<p>Week 9</p> <p>March 24th Tuesday</p> <p>March 26th</p>	<p>Trajectories of Human Trafficking: Critical findings on Benin of Southern Nigeria</p>	<p>MayBritt Jill Alpes (2010). “Escaping Statism: The Paradigm of Trafficking in the Migratory Trajectories of West Africa Sex Workers in Paris in <i>Sex Trafficking, Human Rights and Social Justice</i>. Tiantian Zheng. Routledge</p>	

Thursday		Chapter 7, pp 133- 117. And Chapter 9. Pp	
Week 10 March 31st Tuesday April 2 nd Thursday	Messiahs or Villains? Perspectives of the forced returnees	Osezua, O.C (2011) Cross-border sex trade, transnational remittances and changing family structures among Benin people of Southern Nigeria. <i>Gender and Behaviours.</i> Published by Ife Psychologia and the Psychological Studies of Women Issues. University of Ibadan. Vol. 9, (2), 4276-4297.	https://www.youtube.com/watch?v=6zWagkoYk1M
Week 11 April 7 th Tuesday April 9 th Thursday	The bigger picture: Where need meets greed	Shelly, L. Human Trafficking: A global perspective. New York: Cambridge Omilusi, M. (2019). A Researcher's Visit to Italy: Human trafficking and the Nigerian-Sicilian Mafias. <i>African Sociological Review / Revue Africaine De Sociologie</i> , 23(1), 110-122. Retrieved from https://www.jstor.org/stable/26730291	Film Screening
Week 12 April 14 th April 16 th	Preventive/ Rehabilitative Measures: State and Non-State	Thanh-Dan Truong (2005) <i>Poverty Gender and Human Trafficking in Sub Saharan Africa:</i>	Assignment

Thursday	Actors	<i>Rethinking Best Practices in Migration Movement.</i> UNESCO (Chapter 4)	
Week 14 April 21 st Tuesday	Indigenous vs global interpretation of sexual exploitation	Osezua O.C (2013) Changing status of women and the phenomenon trafficking of women for transactional sex in Nigeria: A Qualitative Analysis <i>Journal of International Women Studies.</i> Bridge-Water State University, Massachusetts, United States America. Vol. 14, (3), 14- 30.	
April 23 rd Thursday	Consequences of Human Trafficking	Babatunde, A. (2014). Human Trafficking and Transnational Organized Crime: Implications for Security in Nigeria. <i>Peace Research</i> , 46(1), 61-84. Retrieved from http://www.jstor.org/stable/24896053	
Week 15 April 28 th Tuesday April 30 th Thursday	The smuggling of girls in North East Nigeria and the Boko haram insurgency	Nwadinobi, E. (2019) <i>Trafficking and Boko Haram Conflict: The Not so good, the bad, and the ought right ugly.</i> The Palgrave of Handbook on Human Trafficking. Springer link. https://link.springer.com/referenceworkentry/10.1007%2F978-3-319-63192-9_66-1	Film Screening

		https://worldpolicy.org/2014/05/22/boko-haram-spotlight-on-human-trafficking/	
Week 16 May 5th Tuesday	Domestic Servitude and the Child Trafficking	<p>Babatunde, A. (2014). Human Trafficking and Transnational Organized Crime: Implications for Security in Nigeria. <i>Peace Research</i>, 46(1), 61-84. Retrieved from http://www.jstor.org/stable/24896053</p> <p>Gyurácz, V. (2017). Domestic servitude and ritual slavery in West Africa from a human rights perspective. <i>African Human Rights Law Journal</i>. 2017. 89-113. 10.17159/1996-2096/2017/v17n1a5</p> <p>UNESCO Research Study (2005): Human Trafficking Especially of Women and Children in West Africa (Benin, Togo, Nigeria) Coordinated by Bisi Olateru Olagbegi. (Unpublished).</p>	Discussion
May7th	Presentation / Discussions and Prep for	Presentation	Presentation

Thursday	Exams		
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REFERENCES

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https://link.springer.com/referenceworkentry/10.1007%2F978-3-319-63192-9_66-1
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- Weitzer, R. (2007) The Social Construction of Sex Trafficking ideology and Institutionalization of a Moral Crusade <https://doi.org/10.1177%2F0032329207304319>