**CC0003 / Ethics and Civics in a Multicultural World**

**Sem 1 AY23-24**

**Team Panel Topic for Week 3: Human Rights - Human Trafficking**

*Instructions*

Only students in the small groups **B2** will do their panel discussion on this topic.

Assessment rubrics for the panel team assignment can be found in Appendix 3 and 4 of the CC0003 course outline posted on NTULearn.

Panel discussions will be held to sharpen your argumentation skills and to allow you to learn from your peers through their own challenges to your arguments. In disagreements, we often learn far more than when we are in a room with people who agree with us.

Accordingly, a panel discussion will be a team-based assessment in this course. It will be worth up to **30%** of the total grade. The general structure of the panel discussion is as follows.

* + Two teams of students (Red and Blue) will present on a topic set in advance by the instructor.
  + Each team will have 3 – 4 members.
  + The panel will be held during class.
  + The total duration of the presentations by the teams will be about 30 minutes. 15 minutes per team.
  + Every student participating in the presentation is expected to speak for a roughly equal amount of time.
  + During this presentation, each team should share the same line of argument overall to support their side of the panel discussion.
  + Each team are to distribute the following presentation roles among themselves (but **each role must have at least one member assigned**):
    - Present the overall argument,
    - Present further supporting reasons for each premise of the overall argument,
    - Present replies to anticipated objections to the overall argument.
  + Both teams should support their arguments with examples. Hypothetical examples are acceptable, but real-life cases would be valuable as well.
  + Following the presentations, the class will present their own replies to the teams. These can either be objections or helpful elaborations. The teams will respond to the replies accordingly. This will be moderated by the instructor. This part of the activity will **NOT** be graded.
  + The panel discussion will proceed in 6 stages:
    1. *Red Presentation:* Presentation by all members of the Red Team,
    2. *Blue Presentation:* Presentation by all members of the Blue Team,
    3. *Floor Preparation:* Preparation time for the floor to consolidate their questions, views, observations
    4. *Floor Replies:* Replies by the members of the floor for the Red *and* Blue Team,
    5. *Red & Blue Preparation:* Preparation time by the Red and Blue team to consolidate their rejoinders to the replies,
    6. *Red & Blue Rejoinders:* Rejoinders by the Red and Blue team to the floor.
       - Panelists will be given time to prepare after the replies from the floor are presented. Please give anyone presenting/speaking your undivided attention, and please do not make noise/interrupt while they are speaking.

Each student will receive a grade for the panel discussion. **Only the presentation part of the panel discussion will be graded for the teams. The replies and rejoinders will not count towards the grades of the teams.**

Your grade on the panel discussion will depend on three things: (1) the instructor’s score of your individual performance; (2) the instructor’s scores of your team performances; and (3) your teammates’ peer assessments of your performance.

The instructor will score the performance of every member of a panel discussion team. The instructor’s assessment of an individual teammate’s performance will be guided by the rubric in the course outline. **A student’s grade on the panel discussion assignment will be the average of the scores of all members of their panel discussion team, *unless* the peer assessment calls for the student to receive a lower grade than the team’s average**. See Appendix 5 for details about the peer assessment.

The panel discussions will be treated as a learning exercise, not a competition. No “winner” will be announced. Indeed, it is possible for teams facing on both sides of a panel discussion to get the exact same grade. Your main objective in the panel discussion is **not** to defeat the opposing side, but to help the whole class achieve a better understanding of the position for which your team will argue. **Please prepare a visual aid to go with your Opening Argument**. It could be either slides or a printed handout, or both. If you do slides, have no more than 6 slides. If you have a handout, make it only one side of one page long.

**Panel Topic:**

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| Read the paragraphs below on Maria's story:  “Every day after school, Maria sold bread by the side of the road to supplement her family’s limited income. When business was slow, the 15-year-old chatted with Sofia, a 35-year-old woman who lived in the same Latin American village and often stopped by to visit. The two developed a friendship, and in 2004 Sofia made Maria an offer. She promised a high-paying job in the capital that would allow Maria to send money home and help pull her family out of poverty. Maria agreed and, at Sofia’s urging, did not tell her parents she was leaving.  On the day of the trip, Sofia gave Maria a drink that made her dizzy, then unconscious. When she awoke, the two of them were in a taxi arriving at an unfamiliar restaurant in the capital. Sofia told Maria to go in and clean up, after which the taxi driver drove her and three other girls to a guesthouse. The taxi driver called them inside one after another; Maria was the last. Inside the guesthouse, the taxi driver raped her.  Stunned and broken, but feeling powerless to stop what was happening, Maria was brought back to the restaurant, where she was forced to waitress for a month until Sofia returned. At that point, Sofia claimed to be Maria’s mother and collected the girl’s wages, then relocated her to another restaurant in the city. There, Maria was again forced to wait on tables, but soon the servitude extended to sex with customers in a backroom. Weeks later, the cycle was repeated: Sofia arrived, claimed Maria’s earnings and relocated her, this time to a dancing parlour. Suspicious of Sofia and Maria’s relationship, the owner of the establishment alerted the local authorities, but they took no action. At the dancing parlour, Maria was forced to work, but was not sexually exploited.”  Reference: UNODC. (n.d.). Maria's Story. Retrieved from <https://www.unodc.org/documents/blueheart/testimonials.pdf> on July, 4, 2023. |

***Panel Positions:***

* **Red Team**: Imagine that your team are working for a Non-Governmental Organisation that advocates for justice and protection for trafficked victims in Latin America, like Maria. *Justify* ***why*** *the governments of Latin American countries* ***should protect*** *human trafficking victims and launch criminal investigations against the perpetrators involved.* Your justifications should be based on ethical concepts and principles covered in the course, and on practical considerations.
* **Blue Team:** Imagine that your team are members of an independent (i.e. non-government) think-tank that analyses the problem of human trafficking cases in Latin America, including the case involving Maria. *Justify* ***why it is difficult*** *for governments of Latin American countries to launch criminal investigations on human trafficking cases and prosecute the perpetrators involved.* Your justifications should be based on ethical concepts and principles covered in the course, and on practical considerations.

Both teams should provide arguments supported with strong evidence or justifications and apply at least one ethical theory that was learned on the course.