

**Baylor University
School of Social Work
Human Trafficking**

Course Description

Human Trafficking is an upper level undergraduate and graduate level course designed to help students gain a better understanding of contemporary human trafficking and modern day slavery. During this course, you will learn important terminology in this field, the different types of human trafficking that exist and an understanding of the scope of the problem, both domestically and globally. You will also learn about the physical, emotional, psychological, and spiritual trauma experienced by victims of human trafficking and the methods used to recruit and control them. The roles that entities such as government, the media, faith-based organizations, organized crime and culture play in this complex human rights and social (in)justice issue will also be explored.

Course Objectives

1. To gain an understanding of the scope and magnitude of human trafficking, both domestically and internationally.
2. To recognize and articulate the various forms of human trafficking and modern day slavery that exist.
3. To understand trafficking from the perspective of the victim and the multiple needs of survivors.
4. To learn key terminology associated with human trafficking.
5. To identify those factors known to be associated with human trafficking – the “push and pull” factors.
6. To recognize the roles that various disciplines/professionals have to play in anti-trafficking efforts.

Academic Policies and Expectations

Learning Accommodations

“No otherwise qualified person with a disability in the United States shall, solely by the reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance” (Section 504 of the Rehabilitation Act of 1973). Baylor University complies with all applicable federal and state non-discrimination law and does not engage in unlawful discrimination on the basis of race,

color, national or ethnic origin, sex, age, or disability in employment or the provision of services. The School of Social Work is committed to supporting the educational success of its students.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require Baylor University to provide academic adjustments or accommodations for students with documented disabilities. Any student who needs learning accommodation should inform the professor on or before the first day of the semester. The student is responsible for obtaining appropriate documentation and information regarding needed accommodation from the Baylor University Office of Access and Learning Accommodation (OALA) and providing it to the professor. The OALA phone number is (254) 710-3605 and is located in Paul Foster Success Center in the Sid Richardson Building. The School of Social Work is committed to supporting the educational success of its students.

Writing, Academic Integrity, and Referencing/Accessing Sources

This program requires that social work and seminary majors use APA (5th ed.) for both citation within the text of papers and an in the reference section; students from other disciplines may employ the citation style of their respective schools/departments. Given the availability of information on the World Wide Web, it is often difficult to evaluate the quality of online sources. It is expected that you will pay attention to the domain, sponsor, author's background, and date of information on websites used and will cite all information obtained from websites according to APA style (see APA Manual 5th edition, pp. 268-281 for how to reference electronic sources).

In addition to information available from websites, class texts, podcasts, videos, books, academic journals, governmental and nongovernmental reports, and personal experience may also be excellent sources of information to inform papers and projects. *Please note that although Wikipedia may be a good place to learn about a new topic, it is not an appropriate source for an academic endeavor.*

You are expected to follow the University's Academic Honor and Integrity Code which can be viewed on Baylor's website at

<http://www.baylor.edu/honorcode/index.php?id=44060>

Be sure that all written assignments are in one's own words (or, for group assignments, the words of your own group members). Referencing is expected whenever quoting or otherwise using others' work (such as in paraphrasing or employing key ideas). Plagiarism, inadequate documentation of sources, and excessive dependence on the language of your sources are completely unacceptable. Papers written by others or drawing on others' work without acknowledgment will not be accepted and will result in a failing grade for the course. Although dishonesty is ultimately simply self-defeating, since the University is in the position of certifying work through granting grades, academic credit, and finally professional degrees, the highest standards of integrity must be maintained. Any breach of these principles of academic intellectual responsibility will result in an "F" for the course and a referral to the appropriate Associate Dean in the School of Social Work, as well as the Baylor University Office of Academic Integrity.

Attendance and Class Contribution

Presence in class is required. The only acceptable reasons for class absence are personal illness (please do not bring communicable illnesses to class), an ill or injured family member needs care, or family crises. The professor will work with the student in the event of extended or multiple illnesses so that the student can attend class via phone call or Elluminate Live. Absences for reasons such as work responsibilities or other priorities taking precedence over the class will result in lowering the grade. *Absence of more than 25% during the semester will result in a failing grade regardless of circumstance; this is university policy.* All absences for whatever reason should be documented by

written or e-mail memo to the professor, prior to the class if possible. Phone calls do not substitute for documenting the reasons for absences.

Assignment and Due Dates and Submission

Due dates for assignments are listed on the course outline contained in the syllabus. Unless otherwise stated, assignments are due on those specified dates by 5:00pm and **should be submitted electronically**. Late points will be deducted unless the instructor is contacted in advance of the due date and an extension is agreed upon. Extensions and incompletes will be based on extenuating circumstances beyond the student's control. If you do not contact the instructor or if there are no extenuating circumstances, three points will be deducted for each day that the assignment is late; the hours between 5pm-12pm on the due date constitute a late day. All assignments must be electronically word processed (no handwritten assignments will be accepted). All assignments turned in should have a cover page identifying the course number, course name, assignment title, student's name, instructor's name, and date submitted.

Portable Technology Policy

The School of Social Work recognizes that portable technology, such as laptop computers, cell and iPhones and personal digital assistants (PDAs), in the classroom can be a valuable learning aid and can be necessary to student life. In addition to increasing the proficiency of note taking, access to the internet and other sources during class can enhance class participation. Portable technology also has the potential to be distracting to the student using the technology device and to other students around the user. To avoid this distraction, the use of laptops, cell phones, and other portable technology for any of the following activities are prohibited in School of Social Work classes: instant or text messaging, sending or reading e-mail, games, viewing any websites not related to class discussion, and working on projects not directly related to the immediate class activity. Failure to comply with this policy may result in me (the professor) asking you (the student) to discontinue use of the technology in the classroom, bringing the technology device to class or to ban portable technology devices from the class. You should check with the course faculty about appropriate use of portable technology in the classroom.

Blackboard

Course announcements, handouts, supplemental readings, and grades are managed through Baylor University's Blackboard system, so you are encouraged to check it regularly.

Collegiality

Class discussion is expected and appreciated. The professor will attempt to facilitate discussions that are meaningful to the entire class; please reserve topics that are more appropriate for individual conversation with the professor or a peer for outside of class. Furthermore, comments that are offered in class should always be done in a manner that is respectful to others, including those to both peers and the professor.

Grading Policy and Scale

Solid work will receive a fair grade commensurate with its quality. The greatest weight will be given to the depth and quality of your work and critical thinking, but organization, spelling, grammar, punctuation, referencing format, and overall writing style will be also considered since these factors also determine the effectiveness of your professional communication. Current grading policies of the School of Social Work and of Baylor University apply. Grades will be based on the following scale:

For baccalaureate students, grades will be based on the following scale:

A = 91 – 100	C = 71 - 76
B+ = 87 – 90	D = 60 - 70
B = 81 – 86	F = Below 59
C+ = 77 - 80	

For graduate students, grades will be based on the following scale:

A = 94-100 points	C+ = 77-80
A- = 91 - 93	C = 73-76
B+ = 87 - 90	C- = 71-72
B = 83 - 86	D = 60-70
B- = 81 - 82	F = 59 and below

Assessment

Brief Paper #1 (15%)

You will define smuggling, trafficking, and migration in a way that delineates how they differ from each other. Choose one story from *Enslaved* and explain how that individual's experience meets the criteria for any or all of these three terms. In addition, you will personally reflect on the story, including why it was selected, and reactions to and feelings about the experiences of the trafficking victim.

Undergraduate students: This paper should include at least 4 sources in addition to *Enslaved* and be at least 3 pages in length, excluding the reference page.

Graduate students: This paper should include at least 5 sources in addition to *Enslaved* and be at least 4 pages in length, excluding the reference page.

Brief Paper #2 (15%)

Choose one specific form of human trafficking or modern day slavery in a particular country or region and describe it in detail – e.g., who the victims are, how they are recruited and controlled, who the perpetrators are, and what is being done to combat the problem.

Undergraduate students: This paper should include at least 5 sources and be at least 4 pages in length, excluding the reference page.

Graduate students: This paper should include at least 7 sources and be at least 5 pages in length, excluding the reference page.

Blackboard Discussions (15%)

You will participate in online discussions via Blackboard throughout the semester. The purpose of these discussions is to give you an occasion to collectively reflect on and react to selected issues/topics that are raised by course readings, class discussions, and information made available via credible media outlets.

Several times during the semester, the instructor will post topics for discussion. You are ***required to post at least one response to each post***, but are certainly welcome to offer additional thoughtful responses as other students add their thoughts. **Responses should be posted within 72 hours.**

Your replies to posted entries should demonstrate thoughtful interaction with the reading or topic. In other words an entry that just says “I agree” or “That is horrible” is not sufficient. Please remember that this is not a chat room or a blog, but an academic exercise. Thus, please be sure to reference any specific comments to which you are responding and the “why” of your position. *Remember that differences of opinion may arise; these are welcome in an academic environment, but please be respectful in your communication.*

Although there is no specific required length of these postings, grading will be based on content and intentionality in interacting with colleagues. An overall “average” grade will be given at the end of the course based on all journal contributions. A good journal for this class is one which:

- shows thoughtful, critical and respectful interaction with the reading and other students;
- makes connections between readings, classroom discussions, and personal experience;
- goes beyond generalizations and develops selected issues with depth and detail;
- suggests that you have read *all* the posts and not just the last one or two;
- includes accurate/appropriate references to authors and other course participants; and
- engages with others in the course

Journals (15%)

Within 24 hours of the end of designated classes, you will be asked to submit a journal to the instructor electronically. The journal should include answers to questions posed by the instructor, as well as personal ruminations about the readings for the day, the class discussion, and/or the media viewed. You should include your personal reactions, feelings, and suggestions in response to the content of the day. The instructor is the only person who will read these items. There is no required length of the journals. An overall “average” grade will be given for journal entries. A good journal for this class is one which:

- demonstrates honest self-awareness in regard to personal reactions to issues;
- makes connections between readings, classroom discussions, and personal experience;
- goes beyond generalizations and develops selected issues with depth and detail; and
- raises new questions and/or offers suggestions

Individual or Team Project and Presentation (30%)

You will work in teams on a project related to human trafficking. Teams must get approval from the instructor on their desired project. At the end of the semester, teams will give a presentation to the class related to their project. The ideas are endless, but some possible projects include:

- Work on IJM *At the End of Slavery* screening project
- Write a grant to support the Waco area human trafficking coalition
- Work with the Baylor IJM chapter to plan/support an event
- Working with Central Texas Youth Services on a project
- Organize a prayer and/or fasting event in conjunction with 4th annual international weekend (Sept 25-27) by Salvation Army
- Raise awareness on the issue among a specific target audience

- Create a presentation or curriculum for a specific professional audience (schools social workers and reentry, medical social workers and HIV/trafficking) or on a specific issue (e.g., child soldiering, baby trafficking, model after care programs)

Keep in mind that presentations do not simply have to be a PowerPoint. In fact, teams are encouraged to include some creative element such as photographs, poems, songs, skits or dramas, videos, public service announcements, etc. – in other words, be creative.

Attendance/Contribution (10%):

Grading will be based on preparation for class, asking questions, sharing experiences, actively participating in class discussion or small group exercises, and giving respectful feedback to others during class. Merely being present for class will not result in full credit for the contribution/participation grade for this course. This grade also includes asking for needed help, problem solving or gaining clarification on assignments, or identification of individual learning needs. Active participation could also mean learning when to cease talking when others have not taken the opportunity to express their thoughts and opinions. Distracting behaviors (arriving late, reading newspaper or other materials in class, head on desk during video, unauthorized computer use, text messaging, etc.) will result in loss of participation points.

Please see course policy above; attendance/contribution will account for 10% of the final course grade.

Grading Percentages by Assignments:

Brief Paper #1	15%
Brief Paper #2	15%
Blackboard Discussions	15%
Journals	15%
Team Project/Presentation	30%
<u>Attendance/Contribution</u>	<u>10%</u>
TOTAL	100%

Teaching Methodology

Teaching and learning activities may include lectures, videos, readings, guest speakers, computer work, group activities and student presentations. The responsibility for teaching and learning is a joint responsibility that is shared between students and the instructor.

Required Readings

Bales, K. & Soodalter, R. (2009). *The slave next door: Human trafficking and slavery in America today.* University of California Press: Los Angeles, CA.

Gnezdilova, M. (June 2006). Victim testimony given to House International Relations Committee. Available at <http://www.uri.edu/artsci/wms/hughes/masha.pdf>

- Getu, M. (2006). Human trafficking and development: The role of microfinance. *Transformation*, 23(3), 142-156.
- Hodge, D.R., & Lietz, C.A. (2007). The international sexual trafficking of women and children. *Affilia: Journal of Women and Social Work*, 22(2), 163-174.
- Kasten, L. & Sage, J. (Eds.). (2006). *Enslaved: True stories of modern day slavery*. Palgrave Macmillan: New York, NY.
- Kozakiewicz, A. (2007). Victim testimony given for the House Judiciary Committee. Available at <http://abcnews.go.com/Politics/story?id=3742297&page=1>
- MSNBC. (2008). Child 'slavery' now being imported to U.S. Available at <http://www.msnbc.msn.com/id/28415693/>
- U.N. Office on Drugs and Crimes. (2008, February). *Human trafficking for the removal of organs and body parts*. Paper presented at The Vienna Forum to Fight Human Trafficking. Available at <http://www.unodc.org/documents/human-trafficking/Marika-Misc/BP011HumanTraffickingfortheRemovalofOrgans.pdf>
- Veselykh, I. (June 2006). Victim testimony given for the House International Relations Committee. Available at <http://www.uri.edu/artsci/wms/hughes/irina.pdf>

Course Calendar

Date	Topic for Week	Assigned Readings and Viewings/Due Dates
Aug 28	Overview of course	Syllabus and course overview
Sept 4	Forms of human trafficking and slavery	<i>Slave Next Door Chapter 9</i>

	Myths vs realities of trafficking Terms and definitions Key websites and federal agencies Identifying victims	Team formation
Sept 11	Labor trafficking Domestic servitude Migrant/agricultural work Immigration Law/Policies	Guest Speaker – Tihara Vargas Discussion of Tuller (2005) report and MSNBC reading (2008) <i>Enslaved, Chapter 1, 2, 4</i> <i>Slave Next Door Chapter 2, 3,5</i> Online Discussion #1 to be posted
Sept 18	International sex trafficking Video – <i>Fields of Mudan</i>	<i>Enslaved Chapter 7</i> <i>Hodge & Lietz (2007)</i> <i>Victim testimonies of Irina Veselykh and Masha Gnezdilova</i>
Sept 25	No Class – Attend Mission Waco Conference if possible (extra credit will be given)	Brief paper #1 due
Oct 2	Trafficking and cultural factors Organ trafficking Baby trafficking	UNODC paper (2008) <i>Enslaved, Chapter 5,8</i> Self-care Online Discussion #2 to be posted
Oct 9	Domestic minor sex trafficking Discussion of findings from Shared Hope International (2008) research Supply and Demand/Commercial Sex Video – <i>Very Young Girls</i>	<i>Enslaved, Chapter 3</i> “ <i>Fruit of the Poisonous Tree</i> ” podcast <i>Kozakiewicz (2007) testimony</i> <i>Slave Next Door Chapter 4</i>
Oct 16	BU Holiday	
Oct 23	Working with victims – introduction of the “Hands that Heal” curriculum	Jennifer Smyer – Guest faculty/speaker <i>Slave Next Door Chapter 7</i> Brief Paper #2 Due Online Discussion #3 to be posted
Oct 30	Team project work day	
Nov 6	Push-Pull factors of human trafficking Human trafficking victim service provider response Policies and resources for victims	Guest Speaker from the U.S. Department of State <i>Enslaved, Chapter 4</i> <i>Slave Next Door Chapter 8</i> <i>Getu (2006)</i>
Nov 13	Faith-based international rescue and response	Guest Speaker – Christa Hayden, Regional Director of Church Mobilization at IJM
Nov 20	Team presentations	
Nov 27	No Class – BU Thanksgiving Holiday	
Dec 4	Last day of class Team presentations	Course wrap up and evaluation
Dec 15	Final at 4:30pm	

***this schedule is subject to change**

Bibliography

Askola, H. (2007). Violence against women, trafficking, and migration in the European Union. *European Law Journal*, 13(2), 204-217.

Bales, K. (2005). *Understanding global slavery: A reader*. Los Angeles, CA: University of California Press.

- Bilateral Safety Corridor Coalition. (2005). *Bilateral Safety Corridor Coalition: Programs and projects*. Available at <http://www.bsccoalition.org/Programs%20and%20Projects.html>
- Briggs, J. (2005). *Innocents lost: When child soldiers go to war*. New York: Basic Books
- Clawson, H.J. & Dutch, N.D. (2008). Identifying victims of human trafficking: Inherent challenges & promising strategies from the field. Available at <http://aspe.hhs.gov/hsp/07/HumanTrafficking/IdentVict/ib.htm>
- Farley, M. (Ed.). (2003). *Prostitution, trafficking, and traumatic stress*. New York: Haworth Press.
- Farr, K. (2005). *Sex trafficking: The global market in women and children*. New York: Worth Publishers.
- Flowers, R. B. (2001). The sex trade industry's worldwide exploitation of children. *Annals of the American Academy of Political and Social Science*, 575, 147-157.
- Hilsum, L. (2007). North Korea: Survival means slavery. *New Statesman*, February 26, 2007.
- Hughes, D. (2004). *Best practices to address the demand side of sex trafficking*. Available at http://www.uri.edu/artsci/wms/hughes/demand_sex_trafficking.pdf
- Hughes, D. (2005). *The demand for victims of sex trafficking*. Available at http://www.uri.edu/artsci/wms/hughes/demand_for_victims.pdf
- Hughes, D. (2007). *Enslaved in the USA*. Available at <http://article.nationalreview.com/?q=ZDU0OGNIMDcwM2JmYjk0N2M0OOTU4NGVIMTBIMmEyMjI>
- International Justice Mission (IJM). (2007). *Seek justice*. Available at <http://216.128.18.195/IJMpdfs/IJMOnepage.pdf>
- International Organization for Migration (IOM). (n.d.). *About IOM*. Available at <http://www.iom.int/jahia/Jahia/pid/2>
- King, G. (2004). *Women, child for sale: The new slave trade in the 21st century*. New York: Penguin Bros.
- Malarek, V. (2004). *The Natashas: Inside the new global sex trade*. New York: Arcade Publishing.
- Miller, E., Decker, M.R., & Silverman, J.G. (2007). Migration, sexual exploitation, and women's health. *Violence Against Women*, 13(5), 486-497.
- Miller, J.R. (2006). *A statement on human trafficking-related language*. Washington D.C. Available at <http://www.state.gov/g/tip/rls/rm/78383.htm>
- Modern day slavery. (2007) *The Lancet*, 369, 800.
- Nam, J. S. (2007). The Case of the Missing Case: Examining the Civil Right of Action for Human Trafficking Victims. *Columbia Law Review*, 107(7), 1655-1703.
- National Center for Missing and Exploited Children. (2005). *Child porn among fastest growing internet businesses*. Available at http://www.missingkids.com/missingkids/servlet/NewsEventServlet?LanguageCountry=en_US&PageId=2064
- Parker, J. *How prostitution works*. Available at <http://www.prostitutionresearch.com/parker-how.html>
- Pearce, Q.L. (2007). *Given Kachepa: Advocate for human trafficking victims*. New York: Thomson.
- Richard, A.O. (1999). *International trafficking in women to the United States: A contemporary manifestation of slavery and organized crime*. Available at http://www.courses.psu.edu/rsoc/rsoc508_wjg10/rsoc420/PDFs/trafficking.pdf
- Schauer, E.J. & Wheaton, E.M. (2006). Sex trafficking into the United States: A review of the literature. *Criminal Justice Review*, 31(2), 146-169.
- Shared Hope International. (2006). *Domestic Minor Sex Trafficking Project*. Available at <http://www.sharedhope.org/dmst/index.asp>

- Silverman, J.G., Decker, M.R., Gupta, J., Maheshwari, A., Patel, V., & Raj, A. (2006). HIV prevalence and predictors among rescued sex-trafficked women and girls in Mumbai, India. *Journal of Acquired Immune Deficiency Syndromes*, 43(5), 588-593.
- Singer, P.W. (2006). *Children at war*. Los Angeles, CA: University of California Press.
- Smith, L., Smolenski, C., & Mattar, M. (2006). Report from the U.S. Mid-Term Review on the Commercial Sexual Exploitation of Children in America. Available at http://www.sharedhope.org/images/US_MTR_of_CSEC.PDF
- Thompson, L. L. (June 22, 2005). *The sexual gulag: Profiteering from the global commercial sexual exploitation of women and children*. Testimony before the Financial Services Committee Subcommittee on Domestic and International Monetary Policy, Trade, and Technology. Available at <http://financialservices.house.gov/media/pdf/062205lt.pdf>
- Tuller, D. (2005, February). *Freedom denied: Forced labor in California*. Human Rights Center, University of California Berkeley.
- United Nations Office on Drugs and Crimes (2008). *The United Nations Convention against Transnational Organized Crime and its Protocols*. Available at <http://www.unodc.org/unodc/en/treaties/CTOC/index.html>
- U.S. Department of Education. (2007). *Human trafficking of children in the United States*. Available at <http://www.ed.gov/about/offices/list/osdfs/factsheet.html>
- U.S. Department of State. (2003). *Victims of trafficking and Violence Protection Act of 2000: Trafficking in persons report*. Washington D.C.: U.S. Government Printing Office.
- U.S. Department of State. (2005a). *Facts about human trafficking*. Washington D.C. Available at <http://www.state.gov/g/tip/rls/fs/2005/60840.htm>
- U.S. Department of State. (2005b). *The facts about human trafficking for forced labor*. Washington D.C. Available at <http://www.state.gov/g/tip/rls/fs/2005/50861.htm>
- U.S. Department of State (2004) *The link between prostitution and sex trafficking*. Washington D.C. Available at <http://www.state.gov/r/pa/ei/rls/38790.htm>
- U.S. Department of State (2006). *A statement on human trafficking-related language*. Available at www.state.gov/g/tip/rls/rm/78383.htm
- U.S. Department of State. (2007). *Trafficking in Persons Report 2007*. Available at www.state.gov/g/tip/rls/tiprpt/2007/82809.htm
- U.S. Department of State. (2008). *Trafficking in Persons Report 2008*. Available at <http://www.state.gov/g/tip/rls/tiprpt/2008/>
- U.S. Department of State. (2008). *Trafficking in Persons Report 2009*. Available at <http://www.state.gov/g/tip/rls/tiprpt/2009/index.htm#>
- Vladimir, K. (2007). Traffic control. *Transitions Online*. Available at <http://web.ebscohost.com/ehost/detail?vid=5&hid=12&sid=77a5d36b-abb4-4c5c-bdc3-11098f02fea5%40sessionmgr7>
- Wolak, J., Finkelhor, D., & Mitchell, K.J. (2005). Child pornography possessors arrested in internet-related crimes: Findings from the National Juvenile Online Victimization Study. Available at http://us.missingkids.com/en_US/publications/NC144.pdf
- Zimmerman, C., Yun, K., Shvab, I., Watts, C., Trappolin, L., Treppete, M., et al. (2003). *The health risks and consequences of trafficking in women and adolescents: Findings from a European study*. London: LSHTM.