I. Course

A. Catalog Description

Knowledge for integrating human trafficking policy and advocacy into the practice of social work.

B. Purpose

The course examines domestic and international human trafficking, including prevention, service provision to victims, and policy intervention. Specific attention is paid to the policies and advocacy efforts being made on local, statewide, national, and international levels.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following competencies:

1. Define and analyze human trafficking in its historical and policy context and in reference to the US Trafficking Victims Protection Act of 2000 (TVPA) and international conventions;
2. Identify and analyze the use of international anti-trafficking frameworks in policy intervention;
3. Examine the diverse forms of human trafficking and the factors that result in trafficking situations;
4. Assess the impact of the media in creating public awareness about human trafficking;
5. Analyze trafficking prevention efforts in various countries and the particular role of the US government in combating trafficking;
6. Examine the components of a comprehensive victim assessment program; and
7. Identify the role of social work advocates and assess critical challenges in eradicating human trafficking in a global society.

III. Course Structure

A. Course Content. This course will include the following topical (content) areas:

1. Defining Human Trafficking
2. Victim Identification/Scope of the Problem
3. Labor Trafficking
4. Sex Trafficking
5. Human Trafficking in the Media
6. NGOs and Human Trafficking
7. Implications for Social Work

B. Course Structure.
1. This Human Trafficking class will be a summer course consisting of face-to-face meetings and online components. The June weekly meetings will be used for discussion of out of class readings and assignments with the lecturer guiding student learning. This course will incorporate traditional, classroom, face-to-face approaches and the use of external opportunities to get involved with the issue. Students are expected to be responsible for their own learning through readings, assignments, and use of other media or off-campus assignments in order to broaden their knowledge of human trafficking to complete the required 40 hours for course credit.
2. The course consists of 4 five-hour classes comprising 20 hours of class time. Students will also devote time outside of scheduled classes to for all readings and assignments comprising the remaining 20 hours of required course time.
3. Students will participate in a group project that will be scheduled during class time.
4. Class attendance, student participation/discussion and completing all assigned work (e.g., readings, reports, media) are required.

IV. Textbooks

A. Required Texts & Readings
There is one required textbook:


And three required policy readings (the instructor will place these on Blackboard):


B. Recommended Texts


C. Journal Articles Peer-reviewed journal articles will be assigned. Students are required to search the peer-reviewed literature for articles relevant to their areas of interest for the final essay. The UH library has full text articles online. Students
are also encouraged to register for remote access to the HAM-TMC Medical Library at the M. D. Anderson Library Service Desk, which allows students to access other mental health journal resources.

V. Course Requirements

A. Reading and media assignments. Students must complete required readings and watch assigned videos before class time. Note: You are expected to fully read the required policy reviews by the class date listed on the week-by-week – you are encouraged to ask questions on topics you are unsure of written into the laws, policies, resolutions, reports. The remaining class hours and assignments must be completed by the last class day, August 7, 2013. Be prepared to engage in class discussion and activities, since you will receive credit for participation (25% of grade).

B. Extra-curricular Assignments. Students will be participating in a group project on a Saturday morning that will be scheduled in lieu of Tuesday class time. Students will be graded based on active participation during the project and student involvement in the class discussion following the event (25% of grade).

C. Midterm. Students will select from the following:
Choose one film (Synopses from IMDB)

- Taken (93 min.) – A retired CIA agent travels across Europe and relies on his old skills to save his estranged daughter, who was kidnapped on a trip to Paris to be sold into prostitution.
- The Whistleblower (112 min.) – A drama based on the experiences of Kathryn Bolkovac, a Nebraska cop who served as a peacekeeper in post-war Bosnia and outed the UN for covering up a sex scandal.
- Biutiful (Spanish, with subtitles: 148 min.) – This is the story of Uxbal, a man living in this world, but able to see his death, which guides his every move.
- Trade (120 min.) – Adriana is a 13 year old girl from Mexico City whose kidnapping by sex traffickers sets in motion a desperate mission by her 17 year old brother, Jorge, to save her.

AND one of the following journal articles:
- Health care providers’ training needs related to human trafficking: Maximizing the opportunity to effectively screen and intervene
- Human trafficking victims and their children: Assessing needs, vulnerabilities, strengths, and survivorship
- Human trafficking: The shameful face of migration
- Project trafficking: Global unity in addressing a universal challenge?

Students will then write a brief reflection on the film considering the content of the chosen article and how it could be used to explain the types of trafficking depicted in the chosen film or event. Types/forms of trafficking may differ from the film/event and the article, but consider how trafficking is being depicted and the social issues of the articles in order to determine your perspective as a social worker up to this point. Include the following:

1) What film/event was chosen (details)?
2) What type of trafficking was depicted?
3) What elements of trafficking were obvious to you?
4) Which journal article did you choose?
5) What was the message?
6) As a social worker, how would you use this message to address the situation
depicted in the film/event were you to confront it? This will be an online discussion. Students will post their reflection and respond to one other students’ post (be sure responses are varied and that each student has at least one response) reflecting on what elements of trafficking were discussed. Be sure to think critically as this exercise will demonstrate both common ideas of and research on what human trafficking is. Your post will not be graded by length, but by substance and critical thinking.

Midterm discussions must be posted by 11:59pm, Tuesday, June 17. Late posts/responses will automatically receive a 5 point deduction. Students are encouraged to think critically and consider the different perspectives of trafficking being discussed (25% of grade).

D. Final. Students will choose a topic addressed during the course (a type of trafficking, an anti-trafficking policy or campaign, etc.) and submit an essay discussing how their perceptions of human trafficking have changed throughout the semester. Students will:
1) Reflect on specific discussions, events, readings, or films, and explain how their understanding of human trafficking has progressed;
2) Discuss if or how learning about the scope of the issue has affected their daily perspectives/decisions;
3) Choose a specific topic addressed during the course (a type of trafficking, an anti-trafficking policy or campaign, etc.) and explain what learning about this particular topic has meant to them;
4) Describe how human trafficking may be addressed in their career as a social worker.

Format: Cover page, double-spaced, 12pt Times New Roman font, min. 2/max. 3 pages.

Final essay must be submitted via email to the instructor by 11:59pm, Saturday, July 5. Late submissions will automatically receive a 10 point deduction. Students are encouraged to think critically and demonstrate the development of their knowledge of human trafficking throughout the semester (25% of grade).

E. Attendance and class participation; interruptions/distractions. Attendance and class participation are critical for effective learning and application: this is a 5 class schedule which has taken students’ commitments into account while still demanding academic responsibility. Attendance may also be taken into consideration should a student’s grade be marginal. Each unexcused absence will result in a 5 point loss from your final grade (an excused absence means notifying the professor at least 3 days ahead of meeting time or shortly after the absence only in the case of an emergency situation). Students should call/email the instructor well ahead of time, whenever possible, to inform them of lateness and/or any absence. More than 1 absence will automatically result in a full letter drop in the final grade, and the professor reserves the right to ask the student to withdraw. To avoid disrupting class, please turn off cell phones during class. If a special circumstance merits leaving a cell phone on, or using a laptop computer, please discuss with the professors prior to the start of class. You will be asked to put your phone away if caught texting during class.

VI. Evaluation and Grading
A. Grade Distribution

A    = 96 to 100 points  C+ = 76 to 79.9
A -  = 92 to 95.9      C   = 72 to 75.9
B +  = 88 to 91.9      C-  = 68 to 71.9
B    = 84 to 87.9      D   = 64 to 67.9
B-   = 80 to 83.9      F   = below 64 points

VII. Policy on grades of I (Incomplete)

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an “I” grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of W.

VIII. Course Schedule and Assignments

A. Assignments: As per section V above.

B. Course Schedule. The Summer II 2014 session runs for 6 weeks, beginning June 2nd and ending on July 8th. Class dates are: June 3 (Tues), 10 (Tues), 17 (Tues), 28 (Sat), and July 1 (Tues). Class meets Tuesday from 9am-2pm. One group project is scheduled as a class. The event (not to exceed 3 hours) will be scheduled on June 28th and will require earlier attendance. We will meet at a location near campus at 8am, participate as a group, then meet in the classroom afterwards for the class discussion. The Saturday class will meet until noon.

C. A note on technology. As social workers, you would not answer your cell phone or pager, check your email, or surf the web while meeting with your client. Since this class is part of your professional preparation, the same level of professionalism is expected of all students. Students are encouraged to turn off cell phones, smart phones, iPhones, iPads, laptops, and any other technology that might interfere with focusing in class. The instructor expects students to monitor themselves on this point, but reserves the right to ask a student to put away or disengage from their technology.

D. Consultation. Professor Torres is available to speak with students after class or by appointment.

E. Policy on Academic Dishonesty and Plagiarism. Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one’s own work, give credit for the ideas of others, and provide proper citation of source materials.
Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an “I” for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person’s work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

F. Statement on changes to syllabus. Professor Torres reserves the right to revise the syllabus content and/or schedule for time management or topical reasons.

G. Week-by-Week Schedule

Week 1: Tuesday, June 3, 2014
Topics: Course Overview: Review of syllabus; Discussion of Class Activity; Introduction to Human Trafficking; Victim Identification/Scope of the Problem

Textbook Readings: Chapter 1 – The Old Slavery and the New; Chapter 7 – Slaves in the Neighborhood


Week 2: Tuesday, June 10, 2014
Topic: Labor Trafficking

Textbook Reading: Chapter 6 – Eating, Wearing, Walking, and Talking Slavery

Policy Reading: Forced Labour and Human Trafficking

Media: The Deadly Cost of Fashion (5 min.)
**Film:** The Price of Sugar (1 ½ hrs.)
[https://www.youtube.com/watch?v=tp_EkCeslp8](https://www.youtube.com/watch?v=tp_EkCeslp8)

**Week 3: Tuesday, June 17, 2014**
**Topic:** Sex Trafficking

**Textbook Reading:** Chapter 4 – Supply and Demand

**Journal Article:** Militarized humanitarianism meets carceral feminism: The politics of sex, rights, and freedom in contemporary antitrafficking campaigns

**Film:** National Geographic 21st Century Sex Slaves (45 min.)
[https://www.youtube.com/watch?v=sqTzzHsWwYo](https://www.youtube.com/watch?v=sqTzzHsWwYo)

**Midterm: Tuesday, June 17, Post by 11:59pm**

**Week 4: Saturday, June 28, 2014 (8-10am off campus, 10:15am-12pm in class)**
**Topics:** Human Trafficking in the Media; Human Trafficking and NGOs; Implications for Social Work

**Textbook Reading:** Chapter 8 – States of Confusion

**Journal Articles:** News frames and story triggers in the media’s coverage of human trafficking; The NGO-ification of the anti-trafficking movement in the United States: A case study of the Coalition to Abolish Slavery and Trafficking;

**Films:**
Nightline – Hookers 4 Jesus (8.29 min.)
[www.youtube.com/watch?v=cczEhPQgAJA](https://www.youtube.com/watch?v=cczEhPQgAJA)

CNN – Human Trafficking – Modern-day Slavery in America (5.28 min.)
[www.youtube.com/watch?v=_tQDYvPrE6k](https://www.youtube.com/watch?v=_tQDYvPrE6k)

**Weeks 5: Tuesday, July 1, 2014**
**Topics:** Implications for Social Work

**Textbook Reading:** Chapter 10 – A Future Without Slavery

**Final: Saturday, July 5, 2014, Email final paper to mitorres@uh.edu by 11:59pm.**

IX. **Americans with Disabilities Statement.**
Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

X. **Online Resources**
These are recommended resources. Students planning to pursue a career where victims of human trafficking may be part of the clientele, hoping to expand their knowledge of the issue, or planning on remaining active in the fight against human trafficking will
want to explore the work and information of these organizations. These will also be useful resources for class assignments.

U.S. Department of State, Trafficking in Persons Report: www.state.gov/j/tip/rls/tiprpt/

Polaris Project: www.polarisproject.org


Houston Rescue and Restore Coalition: www.houstonrr.org

International Labour Organization: www.ilo.org

Fair Trade Federation: www.fairtradefederation.org


CNN, Human Trafficking Campaign: http://topics.cnn.com/topics/human_trafficking

Child Soldiers International: www.child-soldiers.org