

**The University of Texas at Austin
Women's and Gender Studies,
School of Social Work, &
Undergraduate Studies Program**

**Women for Sale?
The economic, social, and political proposition of human trafficking**

Sponsorship	CWGS Embrey Women's Human Rights Initiative Signature Course	Unique Number:	64235
Course Number:	UGS303	Instructors:	Noël Busch-Armendariz, PhD, LMSW, MPA Bruce Kellison, PhD Laurie Cook Heffron, LMSW
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Semester:	Spring 2012	Contact Information:	nbusch@mail.utexas.edu bkellison@ic2.utexas.edu lcookheffron@mail.utexas.edu crafts.lydia@gmail.com
Meeting Place:	SSW Room 2.116	Office Hours:	SSW 3.212E
Meeting Times:	Thursdays 2:30 – 5:30 pm	Faculty Office Hours:	<ul style="list-style-type: none"> • Dr. Busch-Armendariz Thursdays 11:30 – 12:30 • Dr. Kellison Thursdays 1:30 – 2:30 • Professor Cook Heffron Thursday 9:30 – 10:30 • TA Lydia Crafts Putman Mondays 1:00 – 2:30 <p>All instructors are also available by appointment</p>

I. Course Description

This course will explore trafficking in persons within the context of social justice, human rights, and feminist perspectives. The course will engage students in discourse around historical and contemporary dialog, theoretical debates, data and research findings, issues related to direct service delivery, and local, national, and global policy responses. Specific attention will be given to an analysis of traffickers and the impact of this crime on the global economy. The scope of the problem (nationally and internationally), medical-psycho-social needs of human trafficking victims, legal and criminal justice issues, vulnerabilities of victims, types of trafficking, typologies of traffickers, and community and policy responses are also included.

Students may encounter human trafficking—or modern day slavery—in a variety of settings. This course provides an overview of contemporary issues designed to empower students with the conceptual frameworks and knowledge base necessary for effective responses.

II. Course Objectives

Upon completion of this course, student will be able to:

- Use a variety of theoretical human rights perspectives to understand human trafficking and its relationship to other forms of violence against women, vulnerable adults, and children
- Understand the psychological, social, physical, legal, and financial consequences of human trafficking on victims, the community, and society as a whole.
- Identify relevant social policies and their intended and unintended consequences for human trafficking victims and those working on their behalf.
- Assess and identify appropriate individual, group, family, agency, community and societal responses.
- Identify the complex social service delivery system developed around services for human trafficking victims.
- Identify ethical dilemmas faced when addressing the needs of human trafficking, in particular, the issues of social control, self-determination, and confidentiality.
- Improve writing and archival skills.
- Engage in service learning projects to enhance classroom learning.

III. Teaching Methods

Course will be presented through a variety of teaching strategies. For example, case studies, discussions, videos, small group work, service learning projects, news articles, examinations and quizzes, readings, paper assignments, and lectures will be utilized. Videos will be used as tools for addressing key concepts in the course. The goal is to stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with and through the class. Students will be responsible for material presented through all these activities. Assigned readings are for the week in which they are listed and students should complete the readings prior to class and be prepared to discuss them.

This is a writing intensive course and as such students will be required to engage in a process to enhance and improve their writing abilities and skills.

IV. Required and Recommended Readings

Students will be assigned a set of required readings for this course. Assigned reads may be purchased at the Co-Op. Other readings will be available on E-reserves or Blackboard.

- ❖ Batstone, D. (2010). *Not for Sale: Return of the Global Slave Trade and How We Can Fight It*. Harper-Collins: New York, NY.
- ❖ Kristof, N. and WuDunn, S. (2010). *Half the Sky*. Knopf Doubleday Publishing Group: New York, NY.
- ❖ Lloyd, R. (2011). *Girls like us: Fighting for a world where girls are not for sale, an activist finds her calling and heals herself*. Harper Collins: New York, NY.
- ❖ Other assigned readings are on library Ereserves or Blackboard

V. Course Requirements

Course requirements consist of graded papers, service learning, unannounced quizzes, a final exam, and class participation. Specific details for the written assignments will be distributed in class.

Assignment 1	Assignment #1: Supply Product Chain Paper	15 points
Assignment 2	Assignment #2: Archival Materials Paper	15 points 5 points feedback
Assignment 3	Assignment #3: Service Learning Assignment, Presentation, & Reflection Paper	20 points
Assignment 4	Final Exam	20 points
Assignment 5	Unannounced Quizzes on Readings	15 points
Assignment 6	Attendance & Participation	10 points
Total		100 points

VI. Grading Scale

100 - 94 = A	76 - 74 = C
93 - 90 = A-	73 - 70 = C-
89 - 87 = B+	69 - 67 = D+
86 - 84 = B	66 - 64 = D
83 - 80 = B-	63 - 60 = D-
79 - 77 = C+	59 and below = F

VII. Class Policies

1. Students are expected to attend **ALL** class meetings, to read **ALL** the assigned readings, and to participate in class discussions.
2. Submit all assignments as email attachments by 2:30 pm on the day of the deadline.
3. There are no “excused” absences. Students missing more than two class sessions may receive a 10% reduction in their overall course grade. Students missing three or more class sessions may receive an “F” for the course. The instructor may use her/his discretion.
4. Assignments are to be submitted according to the schedule. All late assignments will receive a **five (5) percent penalty per day** (weekend days will be included). All assignments are due at the beginning of the class period—assignments turned in after the beginning of class will be considered late.
5. The Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
6. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a “0” for the paper and/or an “F” for the course.
7. All papers are to be word-processed or typewritten, double-spaced, 12 point font, and “normal” margins.
8. University policies governing scholastic dishonesty, as presented in the General Information Bulletin and the brochure prepared by Student for Academic Integrity apply in this course. Scholastic dishonesty may result in a report to the Graduate Program Director, the Dean of the School of Social Work, and/or the Dean of the Graduate School. Students may receive an “F” for the course and other sanctions in accordance with University policies.
9. Any modifications, amendments, or changes to the syllabus and or assignments are the discretion of the instructors. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in his/her absence.

VIII. Issue of Safety

As part of this course, students will have assignments working with and for agencies and/or in the community. As such, these assignments may present some risks. Sound choices and caution may lower risks. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

IX. Issue of Confidentiality and Personal Disclosure

Personal disclosure is not an expectation or a requirement of this course. However, it might be appropriate for students to talk about personal information during class only as it relates to our learning about a particular topic. Students are expected to adhere to strict standards of confidentiality during the semester.

X. Students with Special Learning Needs and Disabilities

Please let your instructors know if you have a learning and/or another disability and if you require special accommodations. We are interested in this class being a productive learning experience for everybody.

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

XI. Assignment Descriptions

All written assignments should be double-spaced in 12-point New Times Roman font. Assignments are due by email to crafts.lydia@gmail.com no later than 2:30 pm the day of class.

Assignment # 1: Product Supply Chain Paper 15 points

The economics of human trafficking are straightforward: cheap labor lowers the cost of production, increases profit margins for producers, and lowers prices for consumers. The challenge for consumers, who are concerned about whether the products they buy were made with forced, trafficked, or slave labor is to understand the supply chains of the goods they buy. Students will choose a product and analyze its supply chain.

Paper topics need to be reviewed and approved in advance by the instructors. Additional instructions will be provided for the completion of this paper.

Deadlines: The draft paper is due Feb. 9 and will be returned to students with comments on a grading rubric by Feb. 16, with the **final paper due Feb. 23**.

Assignment #2: Archival Research

20 points total (15 points for the paper and 5 points for the feedback)

Students will write a comparative paper on modern day slavery and historical slavery by utilizing the archival or primary source materials along with the course readings and other research conducted. Paper topics need to be reviewed and approved in advance by the instructors.

This paper includes a peer feedback process (that is, students will be assigned to give each other feedback on their writing) that will be graded. Additional instructions will be provided for the completion of this assignment.

Deadlines: The draft paper is due March 22; peer feedback due on March 29 and final paper due on April 5.

Assignment # 3: Service Learning and Reflection Paper

20 points total (10 points for the paper and 10 points for the presentation)

As a required part of this course, students will engage in one of several group service learning activities. These activities will provide a learning opportunity for students in addition to serving as a benefit or contribution to local community anti-trafficking organizations. Activities may include community awareness, fundraising, and/or resource-building activities. Students will form groups and will choose from a series of instructor-identified projects. Each student in the group will be responsible for participating in a group presentation of their project. Students will also be responsible for individually completing a reflection paper on the service learning assignment. Over the course of the semester, students will be expected to commit a minimum of five (5) hours engaged in the service learning activity, not including preparation for group presentation or reflection paper. Instructor-identified liaisons in the community will sign off on the number of hours completed.

Additional instructions will be provided for the completion of this paper. For the presentation student members of a group may receive the same or different grades.

Completion of hours (including signature of community contact) and the reflection paper are due April 26 . Presentations will be scheduled for class May 3rd.

Assignment # 4 & 5: Unannounced quizzes and final examination

Several announced quizzes based on the content of readings will be given throughout the semester. A final examination will be scheduled during the regularly scheduled examination period at the end of the semester. More information about the final examination format will be provided.

Assignment #6: Participation

You are expected to actively contribute to the class discussions and learning in and outside the classrooms and will be evaluated according the criteria listed below.

- **Preparation** – Are you prepared for class by reading the assignments? Are you on time to class? What have you learned outside of class that enhances our learning together?
- **Quality of Participation** – To what extent is your contribution to course discussions and small group activities meaningful? Does your participation in course discussions advance the depth of course learning?

XII. Course Calendar

Date	Topic/Focus	Reading Assignments	Assignments Due
January 19	Introduction and Overview to HT—Types of Trafficking		
January 26	Historical Roots of Slavery & Human Rights Perspective	Kristof and WuDunn, Ch. 1 and 14;	
February 2	Labor Trafficking	Batstone: Introduction and Ch. 1	
February 9	Labor Trafficking	Batstone Ch. 2-3	Assignment #1 DRAFT Due
February 13	Author and Columnist Nicolas Kristof	Mandatory Class Meeting at the Liz Carpenter Distinguished Lecture Series: Bass Concert Hall	
February 16	Labor Trafficking	Batstone Ch. 6 and Conclusion	Feedback on Assignment # 1 returned to students
February 23	Sex Trafficking : International Victims	Batstone Chapters 4 and 5	Assignment #1 FINAL due
March 1	Sex Trafficking : International Victims	Kristof and WuDunn Ch. 2 Donna Hughes' "Natasha Trade" available at http://www.uri.edu/artsci/wms/hughes/natasha.htm	
March 8	Sex Trafficking : International Victims	Kristof and WuDunn Ch. 3	
March 12 - 16		SPRING BREAK NO CLASS	
March 22	Sex Trafficking: Domestic Victims	Lloyd Ch. 1 - 5	Assignment #2 Draft due
March 29	Sex Trafficking: Domestic Victims	Lloyd Ch. 6 - 10	Peer Review for Assignment #2 due
April 5	Sex Trafficking: Domestic Victims	Lloyd Ch. 11-16	Assignment #2 FINAL due
April 12	PREPARE	FOR PRESENTATIONS	NO CLASS
April 19	Solutions and Action	Kristof and WuDunn Chapters 10 & 11	
April 26	Review for Examination		Assignment #3 due
May 3			Presentations
May 9 - 12 or 14 - 15			Final Exam

Criteria for Evaluation of Written Work

1. **Completeness and thoroughness**
How fully has the issue been addressed? When appropriate, has the issue been sufficiently researched using library resources, interview, and other means in order to gain differing perspectives and full knowledge of the issue? Has the theoretical and empirical literature on the subject been incorporated in the paper? Does the paper leave the reader with the impression that major questions have been considered, or are important issues left unaddressed? Has the paper been carefully proofread?
2. **Organization and clarity**
Is the paper well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality? Have headings and subheading been used to improve organization? Has the student addressed issues in a way that can be understood by someone unfamiliar with the issues as well as by someone knowledgeable about the issues?
3. **Referencing**
Are there a sufficient number of appropriate references? Has referencing been done appropriately and according to the style of the American Psychological Association? Are the references well integrated in the text? Were the references obtained from various sources (scholarly, Internet, interviews, etc.)? Are short direct quotations noted in quotation marks; are longer direct quotations indented, and are page numbers indicated for all direct quotations? Are indirect quotes paraphrased sufficiently? Were interviews of those who are involved with the creation or setting of policy and those impacted by the policy included in the analytical discussion of the policy?
4. **Originality and Creativity**
Have different viewpoints been compared and contrasted in a way that shows that the writer has a thorough understanding of the issues? Has the writer used his or her analytical skills in a way that suggests more than a restatement of what others have said about this issue? Has the student suggested points that have not been addressed by others?

Criteria for Evaluation of Written Work

1. Completeness and thoroughness

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper--needs work (Not enough)	
			Issue fully addressed
			Sufficiently researched*
			Theoretical & empirical literature incorporated*
			Major questions have been addressed
			Carefully proofread

2. Organization and Clarity

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper-- needs work (Not Enough)	
			Well written & organized
			Appropriate transitions
			Sentence structure, syntax, and grammar
			Headings and subheadings
			Understandable to unfamiliar reader
			Understandable to familiar reader

3. Referencing

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper-- needs work (Not Enough)	
			Sufficient Number of References *
			APA style utilized
			References well integrated
			References from various sources *
			Correct use of quotations
			Indirect quotes paraphrased sufficiently
			Interviews included in analysis *

4. Originality and Creativity

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper--needs work (Not Enough)	
			Different viewpoints compared and contrasted
			Use of own analytical skills not just restatement
			Suggested points not been addressed by others

Some criteria may not be applicable to every assignment.

Assignment Outline Points Covered

___ yes ___ no _____ points need more depth, explanation, or discussion

References

- Akpan, U. (2008). *Say you're one of them*. Chicago: Little, Brown & Company.
- Bales, K., & Soodalter, R., (2009). *The slave next door: Human trafficking and slavery in America today*. University of California.
- Goldfine, A. A., Hoerrner, L. K., Batstone, D. (2008). *Not for sale: The return of the global slave trade- and how we can fight it*. New York, NY: Kennesaw State University & the University of San Francisco.
- Hughes, M. D., (2000). The "Natasha" trade: The transnational shadow market of trafficking in women. *Journal of International Affairs*. Vol. 53, No. 2, 625-651.
- Lloyd, R. (2011). *Girls like us*. New York, NY: HarperCollins Publishers.
- Kara, S., (2008). *Sex trafficking: Inside the business of modern slavery*. Columbia University Press.
- Kristof, N. & WuDunn, S. (2010). *Half the sky*. New York, NY: Knopf Doubleday Publishing Group.
- Pearce, L., Q., (2007). *Young heros, Given Kachepa*. KidHaven.
- U.S. Department of State. (2011). *Trafficking in persons report (11th ed.)*. Washington, DC: U.S. Government Printing Office.
- U.S. Department of Labor's Bureau of International Labor Affairs Office of Child Labor, Forced Labor, and Human Trafficking. (2010). *List of goods produced by child labor or forced labor*. Washington, DC.
- Wheaton, M. E., Schauer, J.E., Galli, V. T. (2010). Economics of human trafficking. *Journal of International Migration*. Volume 48, Issue 4, 114-141.
- Zheng, T., T. (2010). *Sex trafficking, human rights, and social justice (Routledge research in human rights)*. Routledge.