

The University of Texas at Austin
School of Social Work
Undergraduate Studies Signature Course Program
Modern-Day Slavery: Trafficking in Persons

Semester:	Spring 2017	Instructors:	Noël Busch-Armendariz, PhD, LMSW, MPA Associate Vice President for Research University Presidential Professor Director, Institute on Domestic Violence & Sexual Assault Graduate Teaching Assistant
Course Number:	UGS303	Unique Numbers	63075, 63080, 63085
Class Meeting Location:	School of Social Work SSW 1.214	Seminar Meeting Location:	BEN 1.106
Class Meeting Time:	Tuesday Lectures 2:00 - 4:00 pm <i>All students</i>	Required Seminar Meetings	63075: Fridays 1:00 – 2:00 pm 63080: Fridays 2:00 – 3:00 pm 63085: Fridays 3:00 – 4:00pm Each student is assigned to a weekly seminar. Attendance required.
Contact Information:	nbusch@austin.utexas.edu	Office Hours:	Dr. Noël Busch-Armendariz Tuesdays 1:00 am– 2:00 pm & by appointment, School of Social Work 3.104A or 3.212E Graduate Teaching Assistant Tuesdays 9:00 am – 11:00 am & by appointment, School of Social Work Institute of Domestic Violence and Sexual Assault (IDVSA) 3.212E

COURSE INFORMATION

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 primary/archival research 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, book groups, news articles, examinations, 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.

Seminars provide students will a small group setting to further discuss what is learned during the lecture and larger class setting. Seminars are **MANDATORY**—that is, attendance is **not** optional.

IV. Required Texts

Textbook chapters will be available on Canvas beginning mid-February. TA will upload and assign chapters based on the chapter availability.

Required textbook:

- ❖ Busch-Armendariz, N., Nsonwu, M. B., & Heffron, L. C. (2017). *Human Trafficking: Applying Research, Theory, and Case Studies*. Sage Publications, Inc.: Thousand Oaks, CA.

These textbooks will be used for one of the assignments. Students should **NOT** purchase until this assignment is made in class.

- ❖ 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.
- ❖ Ken, P., & Hunter, K. (2008). *Pimpology: The 48 Laws of the Game*. Simon Spotlight Entertainment: New York, NY.

V. Course Outline/Agenda

Course requirements consist of graded papers, service learning, class participation, and attendance. Specific details for the written assignments will be distributed in class.

Assignment #1: Supply Product Chain Paper	20 points
Assignment #2: Reflective Analysis	35 points
Assignment #3: Service Learning	15 points
Final Exam Book Club & Presentation	20 points
Attendance & Participation	10 points
Total	100 points

Detailed prompts will be distributed for each graded assignment to guide the specific objectives of that course assignment. To do well, students should start early, revise drafts, follow instructions, use the university's writing and departmental writing labs, and asking questions. All papers and assignments are submitted on Canvas. Brief descriptions of the assignments are provided below:

1. **Product Supply Chain Paper** (20 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. Students will chose a product and trace its product roots. All paper topics need to be reviewed and approved in advance by the instructor. A detailed paper prompt will be provided.
2. **Reflective Analysis** (35 points): Students will be asked to reflect on how much they have learned about the course through that may include comparative analyses, reflective thinking, and other questions to evaluate learning throughout the semester. A prompt will be provided.
3. **Public Awareness & Education for Service Learning** (15 points): As a required part of this course, students will engage a service learning activity. The activity will provide a learning opportunity for students in addition to serving as a benefit or contribution to our local community about trafficking & anti-trafficking. Activities

may include community awareness, fundraising, and/or resource-building activities. More information about this activity will be provided.

4. **Final Exam Book Club & Class Presentation** (20 points): Students will work with their seminar groups to take a deep dive into an assigned books. During the seminar and on their own time will organize a book discussion and make a class presentation. More information about the format will be provided.
5. **Participation** (10 points): Students 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.
 - a. **Preparation** – Are you prepared for class and seminar by reading the assignments? What have you learned outside of class that enhances our learning together?
 - b. **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? This includes your participation in the seminars sessions. Are you engaged even if you are not talking? Are you texting, reading non-class related materials?
 - c. **Attendance & Engagement**—Have you attended class regularly? Are you on time to class? Do you leave early? If you need to miss class do you communicate with the instructor and TA? Do you get missed materials from colleagues or TA?

COURSE CALENDAR OVERVIEW

See Canvas for course calendar including the assigned readings.

VI. Grading Policy

94.0 and Above	A	74.0 to 76.999	C
90.0 to 93.999	A-	70.0 to 73.999	C-
87.0 to 89.999	B+	67.0 to 69.999	D+
84.0 to 86.999	B	64.0 to 66.999	D
80.0 to 83.999	B-	60.0 to 63.999	D-
77.0 to 79.999	C+	Below 60.0	F

CLASS POLICIES

Attendance & Participation

1. Students are expected to attend all class meetings, to read all the assigned readings, and to participate in class discussions. Students are expected to be on time for class. There are no “excused” absences. See university policy on missing class for during a religious holiday.
2. Students missing three or more class sessions may receive a 10% reduction in their overall course grade. Students missing more than five class sessions may receive an “F” for the course. The instructor may use her discretion.
3. If a student is going to miss class, the instructor expects that the student will email her and the TA as soon as they know they are going to miss class.

Submitting Assignments & Receiving Credit

1. Students are expected to submit all assignments electronically ***before 2 pm*** on the due date to the TA.
2. All assignments need to be submitted through Canvas.
3. 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).
4. Assignments turned in after the beginning of class will be considered late.
5. Students must earn a 'C-' or above to be given credit for this course. If you receive anything below, you will need to retake a UGS course of your choosing.

Writing Assignments

1. *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.
2. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations or others ideas may result in a "0" for the paper and/or an "F" for the course.
3. All papers are to be word-processed, double-spaced, 12-point font, and normal margins.

Amendments to Syllabus

Any modifications, amendments, or changes to the syllabus and or assignments are the discretion of the instructors. Changes will be announced in class and posted in Canvas. It is the responsibility of the student to inquire about any changes that might have been made in his/her absence.

Concerns for Safety, Confidentiality, Scholastic Dishonesty

1. 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 minimal 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 high ethical principles. Students should also notify instructor and TA about any safety concerns.
2. 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.
3. According to University's policy when a student discloses sexual assault and sexual harassment to the instructor or TA a report to university authorities will be made.
4. Scholastic dishonesty may result in a report to the Graduate Program Director, the Dean of the respective school, and/or the Dean of the Undergraduate or Graduate School. Students may receive an "F" for the course and other sanctions in accordance with University policies.

UNIVERSITY POLICIES

1. **THE 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.
2. **PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.
3. **DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. More information may be found at <http://diversity.utexas.edu/disability/>.
4. **UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.
5. **POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student

may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/conduct/>).

6. **POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

UT Austin students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. UT Austin students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, UT Austin are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. This is particularly true for social work students who must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

7. **USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

- 8. RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.
- 9. CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.
- 10. USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.
- 11. CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.
- 12. TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.
- 13. SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. 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 notify the professor regarding any safety concerns.

14. BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between 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://operations.utexas.edu/units/csas/bcal.php>.

15. 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

SIGNATURE COURSE MISSION & COURSE ESSENTIALS

The Signature Courses at The University of Texas at Austin will connect students with distinguished faculty members in unique learning environments. By way of this rigorous intellectual experience, students will develop college-level skills in research, writing, speaking and discussion through an approach that is interdisciplinary, collaborative, experiential and contemporary.

This course will address the Signature Course essentials in the following ways:

1. Information Literacy is achieved throughout the course but particularly in our instructor by the university librarian and the assigned papers.
2. University Gem: We will visit the LBJ Presidential Library for a lecture on the use of primary source data that connects with the second paper assignment.
3. Writing: This course has several writing components, including two graded papers.
4. Oral Communication: Students will engage in a dynamic final exam group project that students will present the contents of one of the assigned books.
5. University Lecture Series: Students are invited to the March

ETHICS and LEADERSHIP FLAG

This course carries the Ethics and Leadership Flag. Ethics and Leadership courses are designed to equip students with skills to make ethical decisions in their professional roles.

Therefore it is expected that a substantial portion of the course discussion and evaluation involves ethical issues and the application of ethical reasoning to real-life situations.

HUMAN RIGHTS AND SOCIAL JUSTICE BDP CERTIFICATE

This course qualifies for the requirements of the Human Rights and Social Justice section of the Bridging Disciplines Program (BDP). The BDP introduces students to the interdisciplinary study and practice of human rights at home and around the world. Students in this BDP will learn about the forms of oppression, marginalization, and violence that concern human rights researchers and practitioners. Through coursework drawn from the humanities, social sciences, law, fine arts, and public policy, students will develop their knowledge of the issues and debates that dominate human rights and social justice scholarship today, including an understanding of the regional contexts within which contemporary human rights violations take place. At the same time, students in this BDP will learn about the historical, theoretical, and institutional underpinnings of international human rights advocacy and social justice movements, from the legacies of colonialism and imperialism to the international institutions that were formed in the wake of World War II. Finally, through the connecting experience component of the program, students will have the opportunity to complement their coursework with hands-on experience in an organization working on human rights and social justice concerns. Students will work with their BDP advisor and the faculty panel to design an interdisciplinary strand that allows them to pursue their interests, and at the same time exposes them to multiple areas of concern for human rights researchers and practitioners.

The Human Rights and Social Justice BDP is offered in collaboration with the Bernard and Audre Rapoport Center for Human Rights and Justice at UT Austin. An interdisciplinary faculty panel guides students in selecting courses and participating in connecting research and internship experiences, which students are encouraged to pursue through study abroad opportunities.

ADDITIONAL 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.
- Busch-Armendariz, N., Nsonwu, M. B., & Heffron, L. C. (2017). *Human Trafficking: Applying Research, Theory, and Case Studies*. Sage Publications, Inc.: Thousand Oaks, CA.
- 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: Fighting for a World Where Girls Are Not for Sale, An Activist Finds Her Calling and Heals Herself*. Harper Collins: New York, NY.
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- 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.