

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

<b>Semester:</b>	Spring 2015	<b>Instructors:</b>	Noël Busch-Armendariz, PhD, LMSW, MPA Associate Dean for Research, Professor, & Director Graduate Teaching Assistant
<b>Course Number:</b>	UGS303	<b>Unique Number</b>	62850, 62855, 62860
<b>Class Meeting Location:</b>	School of Social Work Utopia Theater Room 2.106	<b>Seminar Meeting Location:</b>	MAI220A (the Tower)
<b>Class Meeting Time:</b>	Tuesday Lectures 12:00pm – 2:00pm <i>All students</i>	<b>Required Seminar Meetings</b>	62850: Thursdays 12:00 – 1:00 pm 62855: Thursdays 1:00 – 2:00 pm 62860: Thursdays 2:00 – 3:00 pm (every student is assigned to a small seminar)
<b>Contact Information:</b>	<a href="mailto:nbusch@austin.utexas.edu">nbusch@austin.utexas.edu</a> TA contact information is posted on Canvas	<b>Office Hours:</b>	Dr. Noël Busch-Armendariz Tuesdays 11:00 am–12:00 noon & by appointment School of Social Work 3.208G  Teaching assistant office is located in the School of Social Work Institute of Domestic Violence and Sexual Assault (IDVSA) 3.212E

## 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.

### **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 expect that a substantial portion of the course discussion and evaluation involves ethical issues and the application of ethical reasoning to real-life situations.

### **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 or online. Other readings will be available on Canvas.

- ❖ 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 Requirements

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

Assignment #1: Supply Product Chain Paper	20 points
Assignment #2: Primary Source Research Paper	28 points
Assignment #3: Service Learning	12 points
Book Review Presentation	30 points
Attendance & Participation	10 points
Total	100 points

## VI. Grading Scale

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

## VII. Class Policies

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.
2. There are no “excused” absences. However, instructors will make exceptions for students who miss class on religious holidays. Students missing more than two class sessions may receive a 10% reduction in their overall course grade. Students missing more than three class sessions may receive an “F” for the course. The instructor may use her discretion. If a student is going to miss class, the instructor expects that the student will email her and the TA as soon as you know you are going to miss class.
3. Students are expected to submit all assignments electronically before 12 noon on the due date to the TA and instructor(s).
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). Assignments turned in after the beginning of class will be considered late.

5. Please note that you 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.
6. *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.
7. 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.
8. All papers are to be word-processed, double-spaced, 12-point font, and normal margins.
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.
10. 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 to agency and/or community safety. Students should also notify instructors regarding any safety concerns.
11. 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. D
12. 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 reported.
13. 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 Undergraduate or Graduate School. Students may receive an "F" for the course and other sanctions in accordance with University policies.

### **VIII. Human Rights and Social Justice Bridging Disciplines Program 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.

## **IX. Official University Policies**

**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.

**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. I am 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 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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

**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, an examination, a work assignment, or a project in order to observe a religious holy day.

**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/sjs/>).

**PROFESSIONAL CONDUCT IN CLASS.** 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

**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.

Social work 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. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students 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. Additionally, students 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.

**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 to keep the university informed about changes to their 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 <http://www.utexas.edu/its/policies/emailnotify.php>.

**UT COUNSELING SERVICES.** The UT Counseling and Mental Health Center (CMHC) is a very helpful resource dedicated to the health and wellbeing of students across campus. If students would like to seek support in counseling, they are highly encouraged to learn more about this service by visiting the website at <http://www.cmhc.utexas.edu/individualcounseling.html>. The CMHC is located at SSB 5th Floor and open on Monday – Friday, 8:00am – 5:00pm.

**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 among 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](tel:512-232-5050) or visit <http://www.utexas.edu/safety/bcal>.

**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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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.

## **X. Brief Descriptions of Assignments**

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.

### **Assignment # 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.

### **Assignment #2: Primary Source & Comparative Analysis Research Paper**

28 points total

Students will write a comparative paper on modern day slavery and historical slavery by utilizing a primary or archival source material along with the course readings and other research conducted. This paper builds on the product supply paper. The primary source

needs to be reviewed and approved by the instructor. A detailed paper prompt will be provided.

### **Assignment # 3: Service Learning**

12 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 local community anti-trafficking organizations. Activities may include community awareness, fundraising, and/or resource-building activities. Students will be expected to commit three to five hours (3 – 5 hours) engaged in the service learning activity.

### **Assignment # 4: Book Group and Class Presentation**

30 points

Students will work with their seminar groups to take a deep dive into one of the four 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.

### **Assignment #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.

- **Preparation** – Are you prepared for class and seminar by reading the assignments? 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? 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?
- **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?

## **XI. Course Calendar Overview**

See Canvas for course calendar including the assigned readings.

## **XII. 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.
- Goldfine, A. A., Hoerner, 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.
- 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* (11<sup>th</sup> 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.