



DIVISION OF ADULT LEARNING

SYLLABUS

CRJU-379: HUMAN TRAFFICKING

Date: 07/29/2020

Table of Contents:	
UNIVERSITY MISSION STATEMENT:	3
CATALOG DESCRIPTION:	3
REQUIRED TEXT(S) AND/OR SUPPORTING RESOURCES:	3
PREREQUISITE SKILLS AND KNOWLEDGE:	3
COURSE GOALS AND LEARNING OUTCOMES:	3
MAJOR TOPICS:	4
COURSE ASSESSMENTS:	4
EVALUATION:	5
GRADING SCALE:	5
LETTER GRADE EQUIVALENCIES:	5
UNIT AND TIME DISTRIBUTION:	6
POLICIES	6
ATTENDANCE POLICY:	6
ACADEMIC HONESTY POLICY/INFORMATION:	6
LATE POLICY:	7
EXPECTATIONS	7
FACULTY EXPECTATIONS OF STUDENTS:	7
STUDENTS' EXPECTATIONS OF FACULTY:	8
IMPORTANT STUDENT INFORMATION	8
SPECIAL NEEDS:	8
BIBLIOGRAPHY	8
KNOWLEDGE BASE/WORKING BIBLIOGRAPHY (READING LIST):	8

University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course examines domestic and global human trafficking from an interdisciplinary perspective, exploring the severity and extent of various forms of trafficking around the globe. It further considers the impact of the push and pull factors involved in trafficking as they relate to major legal, political, social, and economic factors. The course is taught within the context of Christian responsibility and social action.

Required Text(s) and/or Supporting Resources:**Required Text:**

Shelley, Louise, (2010). *Human trafficking: A global perspective*. Cambridge University Press. ISBN: 9780521130875.

Additional Supporting Resources:

Resources included in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

None

Course Goals and Learning Outcomes:**PURPOSE**

Human Trafficking is an upper-level undergraduate course designed to help students gain a better understanding of the nature, types, and extent of human trafficking in our modern day. Throughout the course, students will examine the causes and scope of human trafficking, both domestically and internationally. In particular, the course will delve into issues resulting from transnational prostitution, human smuggling into bonded labor, child soldiering, organ trafficking, and more intra national forms such as debt-bondage and the domestic exploitation of women and other vulnerable groups. The social and psychological impacts upon victim/s at various levels will also be discussed. Students will explore the vital role that government, the media, faith-based organizations, organized crime, and culture play in responding to this issue. Finally, the interdisciplinary nature of this course highlights theories and concepts from sociology, psychology, anthropology, economics, political sciences, and other fields.

General Learning Objectives (Course Goals):

This course seeks to:

1. Familiarize the student with the different theories and concepts used in human trafficking discourse.

2. Present various forms of human trafficking alongside the role of socio-cultural context in its evolution, perpetration, and desistance.
3. Provide insight into the critical link between the perspective of victims and survivors of human trafficking and their needs.
4. Explain how structural components of society shape human trafficking.
5. Differentiate the roles of various disciplines/professionals in anti-trafficking efforts.
6. Integrate faith and vocation, considering the role of Christians in human trafficking issues.

Specific Behavioral Objectives (Learning Outcomes):

As a result of the activities and study in this course, students will be able to:

1. Compare the legal, moral, ethical, and philosophical complexities of human trafficking.
2. Discuss the nature and extent of various forms of human trafficking.
3. Articulate the different trends of human trafficking and the models they adopt to perpetuate human slavery.
4. Explain the logic between governing conditions of globalization and human trafficking.
5. Explain the push and pull factors that motivate individuals to emigrate to various hot spot of human trafficking centers.
6. Research various psychological, cultural, and social mechanisms that influence human trafficking and its impact to its victims.

Major Topics:

- A. Forms of Human Trafficking and Slavery
- B. Labor Trafficking
- C. Domestic Servitude
- D. Migrant/Agricultural Work
- E. Immigration Law/ Policies
- F. International Sex Trafficking
- G. Organ Trafficking
- H. Baby Trafficking
- I. Domestic Minor Sex Trafficking
- J. Structural and Cultural Factors of Trafficking
- K. Faith Based International Rescue and Response

Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
- C. **Unit Assignments.** There is a quiz in each unit.

- D. **Course Project.** There is one course project. More information will be provided in the assignment instructions.
- E. **Exams.** There will be a Final Exam over all course materials. More information will be provided in the assignment instructions.

Evaluation:

A. Threaded Discussions	140
B. Unit Assignments	210
C. Course Project	300
D. Exams	350

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
C-	1.7	700 – 729
D+	1.3	670 – 699
D	1.0	600 – 669
F	.0	0 - 599

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 14-17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.

- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

- 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=ZDU00GNIMDcwM2JmYjk0N2M0OTU4NGVIMTBIMmEyMjl>
- 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.asp10>
- 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.