



*SCHOOL OF SOCIAL WORK*

**SWK 597: Social Work and Human Trafficking  
Summer 2015**

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**COURSE DESCRIPTION:**

Human Trafficking is a graduate level course designed to help students gain a better understanding of contemporary human trafficking and modern day slavery. During this course, you will learn important terminology in this field, the different types of human trafficking that exist and an understanding of the scope of the problem, both domestically and globally. You will also learn about the physical, emotional, and psychological trauma experienced by victims of human trafficking and the methods used to recruit and control them. The roles that entities such as government, the economy, the media, organized crime and culture play in this complex human rights and social (in)justice issues will also be explored.

**GOALS AND COMPETENCIES:**

**1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Graduates will be able to demonstrate the following competencies:**

C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)

C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (2.1.6)

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C 1.3 Differentially apply theories and frameworks of HBSE and critique interactions between and among biological, psychological, social, spiritual and cultural systems and their reciprocal relationships with HBSE. (2.1.7)

C 1.4 Demonstrate autonomy in dynamic practice activities that involve (2.1.10):

C. 1.4 (a) Effective relationship-building interactions at all levels of systems f focused on enhancing client choice, motivation, and hopefulness in the change process

C. 1.4 (b) Use of a variety of multi-dimensional evidence-based assessment tools and intervention approaches

C. 1.4 (c) Effective intervention with complex problems and multi-level systems that provides amelioration as well as prevention strategies

C. 1.4 (d) Response to the evaluative feedback process for interventions implemented with client systems

### **2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Graduates will be able to reflect the following competencies:**

C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

C. 2.3 Demonstrate the ability to build strengths based on mutual engagement with diverse populations (2.1.4)

### **3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Graduates will be able to reflect the following competencies:**

C. 3.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development (2.1.1)

C 3.2 Use leadership skills indicative of an advanced generalist practitioner to proactively respond amidst changing contexts (2.1.9)

C 3.4 Effectively intervene with individuals, families and groups, and provide administrative leadership and direction in organizations and communities as advanced generalist practitioners. (\*\* New AGP Objective)

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### TEXTS:

Bales, K. & Soodalter, R. (2009). *The slave next door: Human trafficking and slavery in America today*. University of California Press: Los Angeles, CA.

Burk, Mary C. (2013). *Human Trafficking: Interdisciplinary Perspectives*. Routledge: New York, NY.

### Additional Readings:

Gnezdilova, M. (June 2006). Victim testimony given to House International Relations Committee. Available at <http://www.uri.edu/artsci/wms/hughes/masha.pdf>

Kozakiewicz, A. (2007). Victim testimony given for the House Judiciary Committee. Available at <http://abcnews.go.com/Politics/story?id=3742297&page=1>

MSNBC. (2008). Child 'slavery' now being imported to U.S. Available at <http://www.msnbc.msn.com/id/28415693/>

U.N. Office on Drugs and Crimes. (2008, February). *Human trafficking for the removal of organs and body parts*. Paper presented at The Vienna Forum to Fight Human Trafficking. Available at <http://www.unodc.org/unodc/search.html?q=human+trafficking+and+the+removal+of+organs&site=unodc&btnG=Search&site=unodc&proxyreload=1&sort=date%3AD%3AL%3Ad1&entqrm=0&entqrm=0&ud=1>

Veselykh, I. (June 2006). Victim testimony given for the House International Relations Committee. Available at <http://www.uri.edu/artsci/wms/hughes/irina.pdf>

### GRADING:

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|---|------------|
| 1. Weekly Discussion/Responsive/Reaction Writing Assignments: | 100 points |
| 2. Weekly Quizzes: (10 @ 5 pts each)                          | 50 points  |
| 3. Interview  | 100 points |
| 4. Project/Paper  | 150 points |

Total Points: **400 points**

Scale: 350 - 400 points = A

300 - 349 points = B

250 - 299 points = C

< 249 points = Fail

**OVERVIEW OF ASSIGNMENTS:**

**DISCUSSION/REACTION/RESPONSE ASSIGNMENTS (10 TOTAL): (100 points)**

You will have a mixture of 10 (1 per week) Class discussion or Responsive Writing assignment to a link or reading that is posted in the “Discussion” section for the week. Both Class Discussion and Responsive Writings are an integral part of this learning experience. Since this class meets on-line in an asynchronous setting students have limited reasons for not participating each week. Each Monday at 12:00 am there will be a discussion topic or Responsive Writing Prompt posted. For the Writing Prompt you will have until Sunday night at 11:59 pm to drop in the Doc Sharing folder labeled for that document. This will allow your fellow class members to review each other’s responses to a particular reading, video, interview, websites visited such as mail order brides, etc. Please note that I think many of you will find these activities to be very interesting and will widen your scope of the definition of human trafficking. Please note, I will return the responsive essay to the student through his or her own drop box so that no other student will view the grade. The responsive writing is expected to be approximately a page in length and will have very clear directions each time. At the graduate level, the expectation is that there will be appropriate use of grammar and conceptual theoretical frameworks. If it is a discussion forum, the discussion will open again on Monday at 12:00 am and the student will be expected to respond by Wednesday at 11:59 p.m. to the actual discussion prompt that I post. Additionally, I will request that you respond to 1 other post after Wednesday in order for there to be a true discussion of the topic. The discussion will close on Sunday at 11:59 p.m. If these two deadlines for discussion are not met, the student will receive a zero for that week’s assignment. Limited, weak or thoughtless interaction will result in a loss of points. Students will respect each other’s opinion and shall not be disrespectful or less than courteous. Inappropriate messages or interaction may result in the student being blocked from class and receiving an “F”. Respect and civility is tantamount to professional behavior.

**UNIT QUIZZES (50 points):**

Each unit will have a quiz posted. The questions will come from assigned readings. **Because it is so easy to put off reading assignments, especially during the summer, I have built in these quizzes to help you stay on task.** It is important to do the readings and be able to synthesize this information into the assignment and discussions. The quizzes will be available during the scheduled time of the unit. You will be allowed to enter each quiz ONE TIME only and will have ample time to complete them. They will only be 5 questions and multiple choice. **I will provide every opportunity to help ensure that you will be successful and prepared for each quiz. Please do NOT stress about these.**

**INTERVIEW: (100 points)**

Students are to choose a social service agency, organization or initiative that is involved with any form of human trafficking. Students are to contact the founder, executive director, or other key staff to interview about the agency, organization, or initiative. **Students are encouraged to check with instructor to ensure appropriate organization.** Students are to include the role and relationship of clients in the operations of the program. Students are to write a 4-5 page summary

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of the information learned (paraphrase the input from the interview), and relate what they learned about the organization to what area of human trafficking the agency, organization, or initiative is involved with and who they serve. Also include any collateral agencies that are involved or work with the agency, organization, or initiative that you interviewed. This assignment should be submitted in the **Drop Box named "INTERVIEW" in a Word document (not rtf)**. Papers will be graded on both content and quality of writing. **DO NOT LIFT INFORMATION FROM THE WEBSITE TO INCLUDE EXPLICITLY IN PAPER.** The bulk of the content should be from the individual interviewed. Please include the email address and name of the person that the bulk of information was obtained. More specifics will be addressed in ecollege.

### **HUMAN TRAFFICKING PAPER OR PROJECT: (150 points)**

#### **HUMAN TRAFFICKING PAPER:**

Choose a specific form OR issue related to human trafficking (**MUST HAVE INSTRUCTOR'S APPROVAL OF TOPIC**) in a particular country or region and describe in detail. This paper should include defining the form/issue of human trafficking, who the victims are, how they are recruited and controlled, who the perpetrators are, why in this area of the region or why this country, what sustains the need/desire for this form of human trafficking to continue and what is being done to combat the problem. In addition to addressing the areas above, consider issues related to economics, social policies, political influences, and involvement of various levels of systems (individuals, families, groups, organizations, and communities). The paper should be written in a formal, scholarly format. Papers will be graded on quality of analysis, creativity, incorporation of theories and knowledge, and quality of writing. The paper will need to be at least 5-7 pages in length excluding cover and reference page, APA 6<sup>th</sup> edition format, with at least 7 references. **Please note that at least 2 sources need to be journal articles from social work related journals.** This is very different from my usual directive regarding references, however due to the real time changes regarding the subject matter, the references will lend themselves to more of a web-based collection. **However, Wikipedia is NEVER an appropriate reference.**

**OR:**

#### **HUMAN TRAFFICKING PROJECT:**

This option for students will include working on a project related to human trafficking. **THE STUDENT MUST FIRST GET INSTRUCTOR'S APPROVAL REGARDING THEIR DESIRED PROJECT.** The student may want to contact agencies that are associated in some way with issues surrounding human trafficking and find out what might be available. The student will need to begin work on this project as soon as the summer session begins and may include, but not limited to:

- Write a grant in cooperation with and to support a local human trafficking social service agency

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- Work with a local social service agency that serves victims of human trafficking to plan an event/support an event to gain public awareness of the growing issue
- Work with a social service agency that serves victims of human trafficking on a special project
- Speak to a community forum on the growing issue of human trafficking locally and/or as it affects the micro, mezzo, macro population. This might include a venue such as a network of providers, social service groups, community leaders, a state representative, or group of legislative representatives, city council meeting, etc. The list goes on and on.
- Volunteer as a blogger for a coalition or group aimed at educating and eradicating human trafficking and blog for them over the summer

As you can see the project is NOT something that can be done last minute. It will take some thought, time and networking. However, what is gained from such an experience is far greater than imaginable. The student will need to upload a presentation of the project to doc sharing or a link to the presentation. This is so that the class can view what the student was involved with. This may include a video of the student’s interview with a state representative or speaking before a group of city leaders/ social service agencies/law enforcement. Be creative. The student will also write a brief summary reflecting what the project was and the impact on the student as well as society as a whole. This project offers a great way for students to “get involved” and a creative means to do so. There are a number of grass root organizations working to combat the problems of human trafficking and this is your chance to be a part of that on some level.

### **CLASS ATTENDANCE AND PARTICIPATION:**

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student’s professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of “F”	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of “F”
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of “F”	

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**ONLINE OR WEB-ENHANCED CLASSES:** Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

**NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION.** You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

### **POLICY ON DUE DATES:**

**I DO NOT ACCEPT LATE WORK.** I have discussed this issue in my classes, and feel it is unfair to those students who do submit their work on time. As well, online classes offer the student multiple opportunities to submit their work. Remember the "Due Date" is the last time the work will be accepted.... You can always submit it early!!

### **POLICY ON PLAGIARISM AND CHEATING:**

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literary composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another

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class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In™) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

### **ACCEPTABLE CLASSROOM BEHAVIOR:**

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

### **CODE OF CONDUCT FOR SOCIAL WORK STUDENTS**

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons. All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

### **STUDENTS WITH DISABILITIES**

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

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Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

### COURSE SCHEDULE:

*Tentative Course Schedule:*

Week	Topic for Week	Assignment/Activities:	Due Dates
		Supplemental Links to Readings of Testimonies to Congressional hearings by victims, video clips, Documentaries, etc. will be located within each week of the course.	
1 June 8-14	Defining Human Trafficking, Historical Perspectives, Forms of Human Trafficking and Slavery: Myths vs. Realities of Trafficking, Key Websites and Federal agencies, Identifying Victims	Slave Next Door (SND) Ch. 1, 9  Human Trafficking Ch. 1, 2	<b>Quiz #1</b>  <b>By June 14<sup>th</sup> @ 11:59 pm</b>  <b>Discussion/Reaction Assignment</b>
2 June 15-21	<b>CONTINUATION OF WEEK 1:</b> Defining Human Trafficking, Historical Perspectives, Forms of Human Trafficking and Slavery: Myths vs. Realities of Trafficking, Key Websites and Federal agencies, Identifying Victims	Slave Next Door (SND) Ch. 1, 9  Human Trafficking Ch. 1, 2	<b>Quiz #2</b>  <b>By June 21<sup>st</sup> @ 11:59 pm</b>  <b>Discussion/Reaction Assignment</b>
3 June 22-28	Causes of Human Trafficking, Labor Trafficking, Domestic Servitude, Migrant/Agricultural Work, Immigration Law/Policies	Slave Next Door: Ch. 2,3, 5  Human Trafficking Ch. 3, 6	<b>Quiz #3</b>  <b>By June 28<sup>th</sup> @ 11:59 pm</b>  <b>Discussion/Reaction Assignment</b>
4 June 29-	<b>CONTINUATION OF WEEK 3:</b> Causes of Human Trafficking, Labor Trafficking, Domestic Servitude,	Slave Next Door: Ch. 2,3, 5  Human Trafficking Ch. 3, 6	<b>Quiz #4</b>  <b>By July 5<sup>th</sup> @ 11:59 pm</b>

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July 5 <sup>th</sup>	Migrant/Agricultural Work, Immigration Law/Policies		<b>Discussion/Reaction Assignment</b>
5 July 6 <sup>th</sup> - 12 <sup>th</sup>	Sex Trafficking/ International and Domestic	Human Trafficking Ch. 4, 7	<b>Quiz #5</b>  <b>By July 12<sup>th</sup> @ 11:59 pm</b>  <b>Discussion/Reaction Assignment</b>  <b><u>INTERVIEW</u></b> <b><u>Assignment Due:</u></b>  <b><u>July 6 by 11:59 pm</u></b>
6 July 13-19	Gender influences, Trafficking and Cultural Factors, Organ Trafficking, Baby Trafficking	Human Trafficking Ch. 5	<b>Quiz #6</b>  <b>By July 19<sup>th</sup> @ 11:59 pm</b>  <b>Discussion/Reaction Assignment</b>
7 July 20=26 <sup>th</sup>	Eating Wearing, Walking and Talking, Domestic minor sex trafficking, Supply/Demand/Commercial Sex	Slave Next Door: Ch. 4, 6  Human Trafficking Ch. 8	<b>Quiz #7</b>  <b>By July 26<sup>th</sup> @ 11:59 pm</b>  <b>Discussion/Reaction Assignment</b>
8 July 27- Aug 2 <sup>nd</sup>	Slaves in the Neighborhood	Slaves Next Door Ch. 7  Human Trafficking Ch. 10	<b>Quiz #8</b> <b>By Aug 2<sup>nd</sup> @ 11:59 pm</b>  <b>Discussion/Reaction Assignment</b>

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9 Aug 3-9	Push/Pull Factors of human trafficking, Human trafficking victim service provider response, Policies and resources for victims	Slave Next Door Ch. 8, 10  Human Trafficking Ch. 11, 13	<b>Quiz #9</b> <b>By Aug. 9<sup>th</sup> @ 11:59 pm</b>  <b>Discussion/Reaction Assignment</b>
10 Aug. 10-13	Globalization: Impact of Human Trafficking on Infectious Diseases and health care and other issues/  Wrap Up	Human Trafficking Ch. 12	<b>Quiz #10</b> <b>By Aug. 12<sup>th</sup> @ 11:59 pm</b>  <b>Discussion/Reaction Assignment</b>  <u><b>PAPER/PROJECT</b></u> <u><b>Due:</b></u> <u><b>Aug. 9<sup>th</sup> by 11:59 pm.</b></u>

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