

NCLC 475-002 Human Trafficking and the International Community (3 credits with 1 EL)

New Century College, George Mason University

R 7:20pm-10pm (Robinson B224)

Fall 2015

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COURSE DESCRIPTION/COURSE GOALS

This course will explore the complexity of human trafficking as one of the fastest growing criminal enterprises in the world. Through weekly reading and discussion, presentation, and research, students will learn the causes, effects, (the) push and pull factors, and the various forms/models of human trafficking towards exploitation particularly of children, youth, men, and women. The course will take into consideration countries from around the world that serve as source, transit, and/or destination of trafficked individuals and groups. Students will also study the role of the international community: government and non-government entities, regional organizations, and central governments in addressing the problem. NCC competencies highlighted in this course include: global understanding, critical thinking, well-being, communication, group collaboration, and civic engagement.

MAIN TEXT

Shelley, Louise. 2010. *Human Trafficking, A Global Perspective*. New York, New York: Cambridge University Press.

Required Reading

<http://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html>

<http://www.unodc.org/unodc/data-and-analysis/glotip.html>

<http://www.polarisproject.org/human-trafficking/human-trafficking-faqs>

<http://www.ungift.org/docs/ungift/pdf/knowledge/ebook.pdf>

ACADEMIC POLICIES AND INFORMATION

Academic Honesty and Collaboration

The integrity of the University community is affected by the individual choices made by each of us. This is especially true in New Century College. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification.

Some projects are designed to be undertaken individually. For these projects, you may discuss your ideas with others or ask for feedback; however, you are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your professor has the right to expect that you have done the work yourself, fully and independently.

Using someone else's words or ideas without giving them credit is plagiarism, a very serious offense. It is important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words (including punctuation) just as they appear in the original, and you must use quotation marks and page number(s) in your citation. If you want to paraphrase ideas from a source, you must still cite the source, using an established citation format.

Format for Assignments

If you have questions about a particular assignment, please ask for further explanation. All assignments must be typed (11 point font, 1" margins), 1.5-spaced, and stapled. Use recycled or both sides of the paper. You must correctly and consistently use either MLA or APA or Chicago citation style. As in all classes, you should keep a copy of all papers you hand in. You are responsible for completing individual and group assignments on time. Due dates are clearly indicated throughout the syllabus. All assignments are due at the beginning of the class period. There will be no make-up quizzes or extra time given for assignments.

Attendance

If an emergency prevents you from attending class, you should let your professor know promptly or ahead of time when possible and contact a group member to find out what you missed. You are responsible for all announcements, assignments, and date changes made in class and for all material covered in class even if you are not there.

STUDENT RESOURCES

Writing Resources

NCC maintains an Online Writing Guide with information useful to research and writing. It can be accessed at: <http://classweb.gmu.edu/nccwg/index.html> The areas covered in the online writing guide include: competencies, choosing a topic, narrowing focus, research strategies and writing, documentation, portfolio & reflective writing, presentations, resumes, collaboration, copyright and plagiarism, and Web resources. Under research writing there is also a segment on "What is a Thesis Statement?" <http://classweb.gmu.edu/nccwg/thesis/>. The following information was taken from the Writing Center homepage at <http://writingcenter.gmu.edu> :

"The Writing Center seeks to foster a writing climate on campus and beyond by offering free writing support to George Mason students, faculty, staff and alumni. No matter what your writing abilities are, writing specialists can help you develop the skills you need to become a successful writer....Free services include: One-on-one 45 minute sessions with a writing specialist; online writing lab; one-on-one sessions with an ESL specialist; workshops on such topics as documenting sources, grammar and punctuation; writing handouts on a variety of subjects; a library of handbooks and writing manuals; [and an] online chat with a tutor about papers submitted to the Online Writing Lab."

Disability Support Services

Any student with documented learning disabilities or other conditions that may affect academic performance should: 1) make sure this documentation is on file with the Office of Disability Support Services (993-2474) to determine the possible accommodations you might need; and 2) contact her or his instructor to discuss reasonable accommodations.

The following information was taken from the GMU Disability Resource Center's webpage at <http://www.gmu.edu/departments/advising/dss.html>:

“George Mason University is committed to providing appropriate services and accommodations that allow self-identified students with disabilities to access programs and activities at the university as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

To achieve this goal, the university maintains and supports the Disability Resource Center Office which is responsible for assuring that students receive the services and accommodations to which they are entitled. The professional staff of the Disability Resource Center Office coordinate services for students with disabilities, determine reasonable services and accommodations on the basis of disability, and act as a liaison between students and faculty/administration on concerns relating to services and accommodations.”

Library Services

Both Fenwick Library and the Arlington Campus library maintain extensive material on human trafficking and smuggling. You are encouraged to make use of these resources during the course of the semester.

Commitment to Diversity

New Century College is an intentionally inclusive community that celebrates diversity and strives to have faculty, staff and students who reflect the diversity of our plural society. We do not discriminate on the basis of race, class, linguistic background, religion, gender identity, sex, sexual orientation, ethnicity, age, or physical ability.

If you have any questions not answered in this syllabus or have any concerns during the course, please feel free to ask your professor in class.

Assignments and Evaluation

1000 points

Active Class Participation/Attendance

250 points

Your attendance to all class-related activities is essential to this course, and so I allocate a significant number of points to this category. There is a variety of ways you can add to the class, including: sharing of ideas and perspectives, asking questions, and commentary about assigned readings during class discussion, in class writing, evaluations and class activities.

Two Quizzes: oral and written

100 points

There will be two quizzes: oral and written worth 50 points each, during the semester. They will cover our discussion, assigned reading, and in-class materials. You will be informed in advance when the quiz is to be given.

Due: October 8 (oral); October 29 (written/essay on organization against human trafficking)

One Summative Essay

100 points

How do you summarize what you have learned in class so far? IN YOUR OWN WORDS, write a 3-5 page summative essay highlighting and discussing the complexity of human trafficking, including course themes/topics, as well as course materials that speak to you the most. Make references to Shelley's book, and other course materials, documentary films that we watched in class to support your claims/statements. What needs to be done? What action or personal commitment do you have to address the problem of human trafficking? The essay must be 1.5 spaced, 11 point font.

Due: October 8

Class Facilitation based on a Weekly Topic/Theme

75 points

Students will have a chance to lead and facilitate a 30-45 min. class discussion and other learning activities based on a weekly theme/topic and reading assignment of their choosing. (Note: Include in your presentation steps/strategies being undertaken to address human trafficking in light of your assigned topic). Be creative and engaging in your facilitation. Provide the class with questions to address and reflect on. Highlight and discuss important points or lessons learned from the reading. Note: PLEASE DO NOT REGURGITATE WHAT HAS ALREADY BEEN SAID IN THE READING.

Note: Start your facilitation with a general overview of what your topic/reading is about, and its implications on you as facilitators. Introduce members of your group.

Kiosking (TWICE) at the Johnson Center/North Plaza

150 points

as part of Advocacy against human trafficking. Each kiosk will be for 2 hours.

A 3-4 page report and reflection must be submitted by the end of the semester, which demonstrates what the experiential learning means to you.

- *Identify and describe in details your experience doing the kiosk 1 and 2 (compare and contrast: what work/what did not work in the overall experience? Include the dates when and the place where you conducted your kiosks.*
- *What new lessons or insights did you learn from the experience? Do you think you and your group were able to disseminate good and valuable information on/against human trafficking to the Mason community? If so, in what ways? If not, please explain. If given the chance to do it again, how would you do it differently this time?*
- *What is your reflection on this experience?*

Note: Report and reflection must include the dates when kiosks were held, including names of kiosk members.

Due: November 19

**Research Paper and Campus (Peer) Education Campaign
on Human Trafficking**

300 points

This is a group project. Your group is tasked to do and write a research paper and facilitate/conduct a 45 minute peer education campaign on human trafficking on Fairfax campus, based on your research project, using our class time. In addition to research work, your group will be responsible in planning the mechanics of your education campaign and tasked to invite friends, members of your fraternities/sororities, room/dormmates, family members, to attend your campaign. Your professor will be responsible in assigning the venue.

A. Research paper (200 pts) : 8-10 pages in length

Your assigned group will look at a list of countries or region

<<http://www.unodc.org/unodc/data-and-analysis/glotip.html>> with issues and problems of human trafficking, either as a source, transition, or destination or all of the above.

1. Decide which **country** you would like to focus your research project and campaign on.
2. Discuss, describe, analyze, and interpret the complexity of human trafficking: victims, perpetrators, causes, issues/problems involved, the movement of human trafficking, the role of the government, the role of NGOs. What has been done so far? What's the status of human trafficking in that country/region now? Include specific cases (actual stories of those affected/involved in human trafficking) to provide human face to your research.
3. Integrate course materials and outside research in your actual paper. You must demonstrate an understanding of the theories and course concepts you use, including facts and vital information about the subject of your choice. (MAKE REFERENCE TO OUR READING in your analysis and interpretation via In-TEXT citation). Use both critical and reflective thinking analyses as you approach your topic. You must use at least 8 scholarly sources: books, peer reviewed/academic journals (including at most 3 news articles). The paper should be between 8-10 pages in length, 1.5 spaced, 11 point font. Use either MLA, APA or Chicago style for references under Works Cited section (avoid plagiarism at any cost).

Note: There will be an initial presentation of paper by mid semester.

Due: Paper is due on the day of your peer education campaign.

B. Peer Education Campaign – 45 min./group (100 pts)

Delegation of tasks/responsibilities

- main facilitators (at least 2-3 members from your group)
- in-charge of the flyers/brochures
- marketing/ads (information dissemination)
- powerpoint/visual aids/creative approaches during actual presentation

Note: Actual campaign will be at most 40 min. in length and a 5 min Q&A (45 min. total).

Attendance – Final Day

25 points

Grading Scale

985 – 1000 = A+
935 – 984 = A
905 – 934 = A-
875 – 904 = B+
835 – 874 = B
805 – 834 = B-
775 – 804 = C+
705 – 774 = C
675 – 704 = C-
605 – 674 = D
Below 605 = F

Weekly Schedule of Activities

September 3 (Week 1)

- *Welcome/Community-building Exercises*
- *Introduction*
- *Presentation of the Course Syllabus/Organization of the Course*
- *Sharing of expectations/Setting up of community guidelines*

Topics: *The Facts about Human Trafficking*
Human Trafficking: Facts and Questions

Read for Today

<http://www.polarisproject.org/human-trafficking/human-trafficking-faqs>
<http://www.ungift.org/docs/ungift/pdf/knowledge/ebook.pdf>

Note: Explore countries that serve either as source, transit, or destination OR all of the above.

Nature and Dynamics of Human Trafficking

September 10 (Week 2)

Topics: *Introduction to Human Trafficking*
Human Trafficking: An Overview

Film, *Red Leaves Falling*

Read for Today

Shelley, “Introduction,” pp.1-33 (main text)
<http://www.ungift.org/docs/ungift/pdf/knowledge/ebook.pdf>

Weekly Facilitators

- 1.
- 2.

3.

Assignment for today: Decide which country your group would like to focus your research and peer education campaign on.

Orientation: Freedom Connection: Against Human Trafficking at Mason

September 17 (Week 3)

Topic: *Human Trafficking: Why It Flourishes and Its Consequences*
(What has been done so far?)

Read for Today

Shelley, pp.37-80.

Weekly Facilitators

- 1.
- 2.
- 3.

Grouping for KIOSK activity.

September 24 (Week 4)

Topic: *Human Trafficking as Transnational Organized Crime*
*** *Child and Cheap Labor* (What has been done so far?)

Read for Today

Shelley, pp. 83-111

Click on the link below:

<http://www.msn.com/en-us/news/world/myanmar-fisherman-goes-home-after-22-years-as-a-slave/ar-AAc47L?ocid=sf>

Documentary film on Muro Ami/Children working on fishing industry in the Philippines and in Indonesia.

Weekly Facilitators

- 1.
- 2.
- 3.

October 1 (Week 5)

Topic: *Human Trafficking as Business*
*** *Slavery in the Chocolate Industry* (What has been done so far?)

Read for Today

Shelley, pp.112-158

Weekly Facilitators

- 1.
- 2.
- 3.

Assignment for the week-end: Email by Friday at 5pm ONE thoughtful question on/about human trafficking (one that does not require a Yes or No or a categorical answer) – 25 points.

Assignment next week: Summative essay

October 8 (Week 6)

Topic: *Oral exercise (no make up for this activity) – 50 points total, including your question*

Facilitator: Dr. Al Fuyertes

Due: Summative Essay

Regional Perspectives on Human Trafficking

October 15 (Week 7)

Topic: *Human Trafficking in Asia*

*** *Human Trafficking and Child Adoption* (What has been done so far?)

*** *Human Trafficking and the Selling of Human Organs* (What has been done so far?)

Read for Today

Shelley, pp.141-173.

Weekly Facilitators

- 1.
- 2.
- 3.

Assignment for October 29 (written exercise): research online – any organization that does work combatting human trafficking: IN YOUR OWN WORDS and in reference to their website, **describe their work** and *share your personal reflection on and analysis of the kind of work that they do*. (3-4 pages in length – 50 points). Indicate the website/link of the organization/program.

October 22 (Week 8)

First half of class:

Watch a documentary film, “Bought and Sold” (An insider perspective in the business and transnational organized crime of human trafficking).

- Handout on what needs to be done in this context.

Second half:

Group Work Re. research paper and the peer education campaign.

Note: All groups are required to meet and work on their respective research papers and upcoming peer education campaign, including flyers/ads. EMAIL your attendance to Dr. Fuertes after your meeting. You must utilize the entire session for research and peer education campaign projects.

October 29 (Week 9)

Topic 1: *Human Trafficking in Europe*
(What has been done so far?)

Read for Today
Shelley, pp.201-228

Weekly Facilitators

- 1.
- 2.
- 3.

Topic 2: Topic: *Human Trafficking in Eurasia and Eastern Europe*
(What has been done so far?)

*** *Slavery in Garment Factories/Industry* (What has been done so far?)

Read for Today
Shelley, pp.174-200

Weekly Facilitators

- 1.
- 2.
- 3.

Due: Essay (50 pts) : Sharing of online-based organizations against human trafficking.

November 5 (Week 10)

Topic 1: *Skype with girls and youth of Tambayan, a drop in center where girls mostly prostituted, victims of domestic violence, and sex trafficking hangout.*

Everyone MUST visit the ff. links and familiarize its contents before the skype meeting:

<http://www.tambayancenter.com/en>

<http://site.clkss.org.ph/partners/tambayan-center-for-childrens-rights-inc>

<https://www.facebook.com/pages/Tambayan-Center-for-Childrens-Rights-Inc/205163459660334>

Topic 2: *Invisible Children*

*** *Child Trafficking (child soldiers)*

November 12 (Week 11)

Topic: *Human Trafficking in the United States*
(What has been done so far?)

Read for Today

Shelley, pp.229-264

Weekly Facilitators

- 1.
- 2.
- 3.

Guest from Youth Violence/Gang Prevention Center, Fairfax/northern VA.

Due next week: Kiosk activity Final Reflective essay.

November 19 (Week 12)

Topic: *Trafficking in Latin America and Africa*

Read for Today

Shelley, pp.265-293

Weekly Facilitators

- 1.
- 2.
- 3.

Guests: Personal stories of human smuggling and trafficking by migrant workers (day laborers) from the Centreville Labor Resource Center.

Due: Kiosk event Final Reflective essay

November 25-29 (Week 13) – THANKSGIVING RECESS

Peer Education Campaign

December 3 (Week 14)

Education Campaign

- Team 1
- Team 2

Due: Final Paper (presenters only)

December 10 (Week 15) – Final Day

Education Campaign

- Team 3
- Team 4

Due: Final Paper (presenters only)

- *Course Summary*
- *University/Course/Group Evaluation*

GREAT HAVING YOU ALL IN CLASS!!! - Al