

***INTS 475 Human Trafficking and the International Community (3 credits with 1 EL)***

School of Integrative Studies, George Mason University

R 7:20pm-10pm (W 1004)

Fall 2016

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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. Learning 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 the School of Integrative Studies (SIS). 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**

SIS 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**

SIS 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.*

**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 6** (oral); **October 27** (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 6**

**Class Facilitation based on a Weekly Topic/Theme****75 points**

Students will have a chance to lead and facilitate a 30 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.

Guidelines in Facilitating:

- Introduce your team and provide a gist (general idea about your topic) to open your presentation/facilitation. In a nutshell, what is the problem that Shelley presented in your assigned chapter?
- Use between 5 and 7 slides at the most (if you are using powerpoint).
- You may incorporate 1 or 2 short youtube videos to provide a human face to your topic.
- You may facilitate a reading-based discussion where the class shares specific references from the assigned chapter that speak to them the most: a specific statement or phrase or paragraph from the reading that people find to be upsetting, interesting, disturbing, inspiring, and challenging, and explain the reason behind their selection. (This will be counted towards individual class participation).

Note: To CONCLUDE, every facilitator must share thoughts as to how the assigned topic has impacted her/him in terms of the complexity of the human trafficking problem.

**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, **100 points** 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 24**

**For UNDERGRADUATE STUDENTS ONLY:** **200 points**  
***Symbolic Campaign/Advocacy Against Human Trafficking (2 teams simultaneously) on campus.*** *(A whole day event of public display of your symbolic campaign/advocacy)*  
**Date: December 1**

The class will be divided into two teams. Each team will deliberate and come up with a symbolic campaign/advocacy against human trafficking/human smuggling which will be presented in public/on campus towards the end of the semester. Creativity, imaginative thinking, engaging, and being able to convey powerful message to the public, are required for this project to be successful. Both teams will do their symbolic campaigns/advocacies simultaneously for a bigger social impact. Possible venues: North Plaza, Johnson Center, and anywhere on campus for social impact.

**For GRADUATE STUDENTS ONLY:** **200 points**  
***Investigatory Research Paper on any Human trafficking/Human smuggling-related topic or issue of your choosing.***

Your individual task is to investigate and write a research paper on any topic or issue of your interest that is about or related to human trafficking/human smuggling.

Integrate course materials into your final research paper. You must demonstrate an understanding of the theories and course concepts you use, including facts and vital information about the subject/issue 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 least 5 news articles or popular sources). The paper should be between **10-12 pages in length, 1.5 spaced, 11 point font. Use either MLA or APA format** for references under Works Cited section (avoid plagiarism at any cost).

**Due: December 1**

**Tentative proposal** for your research paper is due on **Week 5**. Proposal (2-3 pages) will include the following:

- A. Topic/Issue
- B. Brief Description: Include a clear and thoughtful thesis statement
- C. Objective(s): What do you intend to accomplish and learn from this research study?
- D. Methodology: How do you go about your research study?
  - Interviews? If so, who will you interview? Provide samples of your interview questions?
  - Survey? Who will be the participants? Sample of your survey questionnaire.
  - Archival research? (library research)
  - Community integration/immersion? (where? What kind of community?)
- E. List, at least, 5 sources (complete information) using either MLA/APA format

Components for Final Research Paper:

- **Introduction** that includes a discussion of why you chose this particular topic, your thesis statement, and the research question/problem that motivated your study.
- **Literature Review** (2-3 pages) that summarizes the more significant writing about your topic, including at least five citations.
- Brief discussion of the **Method** used to research your topic.  
Options would include surveying the literature, interviewing practitioners, and documenting your own experience.
- Discussion of the **Results** of your research. Identify the most significant findings about the topic.
- **Conclusion** or summary of the previous points, but also indicates where more research or alterations to practice might be needed.
- **Bibliography/References/Works Cited section**

**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 1 (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 8 (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>

Presentation of human trafficking flyers

Weekly Facilitators

- 1.
- 2.
- 3.

### **September 15 (Week 3)**

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

Read for Today

Shelley, pp.37-80.

Presentation of human trafficking trifold

Weekly Facilitators

- 1.
- 2.
- 3.

Grouping for KIOSK activity.

Grouping for Investigatory Research and Peer Education Campaign

### **September 22 (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.

Orientation: Freedom Connection: Against Human Trafficking at Mason

### **September 29 (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.

**Due: Research paper proposal (for graduate students only)**

**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 6 (Week 6)**

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

Facilitator: Dr. Al Fuertes

**Due:** Summative Essay (sharing)

### **Regional Perspectives on Human Trafficking**

### **October 13 (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 27** (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 20 (Week 8) – SPRING Break (No Class)**

### **October 27 (Week 9)**

First half of class:

Individual reporting: NGOs working to address human trafficking.

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. You must utilize the entire second half for a productive meeting and planning.

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

### **November 3 (Week 10)**

Topic 1: *Human Trafficking in Europe*

(What has been done so far?)

\*\*\* *Slavery in Garment Factories/Industry*

Read for Today

Shelley, pp.201-228

Weekly Facilitators

- 1.
- 2.
- 3.

### **November 10 (Week 11) – Meet at Room 418, 4<sup>th</sup> floor Enterprise Hall**

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 17 (Week 12)**

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.

For facilitators: Please connect/relate your topic to Edward Ryan's presentation for consistency. How do you make sense of Mr. Ryan's presentation in light of your assigned topic?

Guest: Edward Ryan of the Youth Violence/Gang Prevention Center, Fairfax/northern VA.

**Due next week:** Kiosk activity Final Reflective essay.

## **November 24 (Week 13)**

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 (dyadic sharing)

## **Peer Education Campaign**

## **December 1 (Week 14)**

*Symbolic Campaign/Advocacy Against Human Trafficking (2 teams simultaneously) on campus.  
(A whole day event of public display of your symbolic campaign/advocacy)*

**Due:** Final Research Paper (Graduate students only)

## **December 8 (Week 15) – Final Day**

- *Creating a Fair Trade GMU campus*

Presentations of previous research undertakings by Freedom Connection and former students of Human Trafficking

***Products and goods not part of fair trade which are being sold at the University Bookstore, at Sub Connection, Freshens, Coffee brands at Starbucks, at Patriot Computers at JC, including various vending machines all over campus.***

*Where do we go from here? What's next?*

*University/Course/Group Evaluation*

***GREAT HAVING YOU ALL IN CLASS!!! - AI***