

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

School of Integrative Studies, George Mason University

W 7:20pm-10pm (T 1017)

Spring 2017

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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, including the problem of human smuggling. 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: March 1 (oral); March 22 (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: March 1

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

**100 points
(50 pts each kiosking)**

The week after each kiosk, submit a 3-page report and reflection which demonstrates what the experiential learning means to you. (75 pts each report/reflection)

150 points

Guidequestions for 1st Kiosking Report/Reflection:

- * Identify and describe in details your experience doing the kiosk: 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 in terms of addressing the problem of human trafficking? 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.
- * What did you learn about yourself in light of your kiosking experience? What struggles/challenges did you personally encounter before/during the kiosk, and how do you make sense of them? How did you address them?
- * What struggles/challenges did your group encounter before/during the kiosk, and how do you make sense of them? How did your group address them?
- * How would you do it differently next time?

Note:

1. Please highlight specific examples: actual conversations, etc to support your statements and claims. Examples help substantiate your explanation and discussion.
2. Report and reflection must include the dates when kiosks were held, including names of kiosk members.

Due: The week after kiosk.

Guidequestions for 2nd Kiosking Report/Reflection:

- *What is unique about your 2nd kiosking compared to the first? Did you address the challenges/difficulties you and your group previously encountered? Please explain.
- * What are your high moments from your second kiosking? What new lessons and insights did you learn from the experience in terms of addressing the problem of human trafficking?
- * How has the kiosking experience impacted you as a college student? What new commitments do you have when it comes to addressing the human trafficking problem?

Note:

1. Please highlight specific examples: actual conversations, etc to support your statements and claims. Examples help substantiate your explanation and discussion.
2. Report and reflection must include the dates when kiosks were held, including names of kiosk members.

Due: The week after kiosk.

Symbolic Campaign/Advocacy Against Human Trafficking on Campus
(2 teams: one in the morning; one in the afternoon)

200 points

Date: April 26

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, outside Fenwick library, and anywhere on campus for social impact.

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

January 25 (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

February 1 (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.

February 8 (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 flyers and trifold

Weekly Facilitators

- 1.
- 2.

3.

Grouping for KIOSK activity
Grouping for Symbolic Advocacy

February 15 (Week 4)

Topic: *Human Trafficking as Transnational Organized Crime*

*** *Child and Cheap Labor* (What has been done so far?)

*** *Slavery in the Chocolate Industry* (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.

February 22 (Week 5)

Topic: *Human Trafficking as Business*

Read for Today

Shelley, pp.112-158

Weekly Facilitators

- 1.
- 2.
- 3.

Orientation:

- Freedom Connection: Against Human Trafficking at Mason
- Students Engaged in Ending Displacement (SEED)

Assignment for the week-end: Email by Saturday 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

March 1 (Week 6)

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

Facilitator: Dr. Al Fuentes

Due: Summative Essay (sharing)

Regional Perspectives on Human Trafficking

March 8 (Week 7)

Topic: *Creating a Fair Trade GMU*

(Based on an investigatory campus research – empirical evidence, by former students of Human Trafficking class)

First half of class:

Presentation 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.

In-class writing: After the presentation, write a one page Reaction or Commitment essay on the topic, “*What can I, a college student, do to help create a fair trade GMU?*”

(Note: I will count this towards class participation. Thank you.)

Second half of class:

Each team will plan and work on Symbolic Advocacy. You must utilize the entire second half for a productive meeting and planning.

Note: TAs will coordinate.

Assignment for March 22 (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.

March 15 (Week 8) – Spring Break (No class)

March 22 (Week 9)

Topic: *Human Trafficking in Asia*

***** 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.

Second half of class:

Individual reporting: NGOs working to address human trafficking.

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

March 29 (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.

April 5 (Week 11) – Meet at Room 418, 4th 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)*

April 12 (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.

April 19 (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.

Peer Education Campaign

April 26 (Week 14)

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

May 3 (Week 15) – Final Day

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

University/Course/Group Evaluation

GREAT HAVING YOU ALL IN CLASS!!! - Al