***NCLC 475 Human Trafficking and the International Community (3 credits)***
New Century College, George Mason University
F 10:30 a.m. – 1:10 p.m. (AB 2026)
Spring 2013

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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 readings and research, including class discussions, students will learn the causes, effects, and the various forms of human trafficking towards exploitation particularly of children, youth, men, and women. The course will take into consideration countries from around the world that use and/or 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** ***225 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.
Note: 33% (5 sessions) of unexcused absences may result to a course grade of "F."

**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.

**One Summative Essay** ***75 points***
A 3-5 page summative essay based on the weekly themes/topics will be submitted during midterm. The essay will summarize common/re-occurring themes/topics/patterns/issues/ problems as well as those that are unique, as presented and discussed in the assigned readings and documentary films. The essay must be 1.5 spaced, 11 point font, and must highlight the following:

- *What major concepts/problems/issues from the reading do you learn the most? In what sense? Explain and discuss those concepts/problems/issues from the perspective of the author(s), and integrate your analysis of them in your essay.*
- *What is your personal reflection/personal response? What impact does this week's reading have on you? How do you describe the complexity of human trafficking based on the assigned reading?*
- *How can these human trafficking-related problems or issues be addressed in terms of action or commitment, either personal or (non)governmental? What recommendations or suggestions do you have?*

**Due**: March 8

**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. Be creative and engaging in your facilitation. Highlight, discuss, and explain important points or lessons learned from the reading.

**Active Membership/Participation Re. Working Group on Displaced Populations (WGDP) at Mason** **200 points**
(Note: Must complete at least 25 hours of involvement/contribution throughout the semester)

http://www.facebook.com/pages/Working-Group-on-Displaced-Populations/104751412922721
http://cdpwatch.blogspot.com/
http://gmu.collegiatelink.net/organization/displaced-populations/about

Representatives from the Working Group on Displaced Populations (WGDP) at Mason will provide the class with an orientation about the working group, as well as possible ways and opportunities to be involved. This includes, among others, attendance in at least 2 regular scheduled student assembly meetings throughout the semester.

**A 3-4 page report and reflection** must be submitted by the end of the semester, which

demonstrates active involvement/participation in the WGDP program of activities, and what the experiential learning means to you.

- *Identify and describe in details your involvement with and contributions to the WGDP throughout the semester.*
- *How has your contribution/involvement helped enhance or enrich the mission of the WGDP? Please explain/discuss your response.*
- *What is your reflection on this experience? Any suggestion/recommendation?*

Note: The more you involve yourself, the better the outcome would be.
**Due: May 3**

**Research Paper and Campus (Peer) Education Campaign on Human Trafficking** ***300 points***

This is a group project. Your group is tasked to do a research paper and facilitate/conduct a 1 hour peer education campaign on human trafficking on Fairfax campus, based on your research paper, using our class time. Your group will do research and plan the mechanics of your education campaign. In addition to our class, your group is tasked to invite friends, members of your fraternities/sororities, room/dormmates, family members, to attend your campaign. Your professor will be responsible for 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 or region** 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 analysis 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 education campaign.

**B. Education Campaign** (100 pts)
Delegation of tasks/responsibilities

-main facilitators (at least 3 members of your group)
-in-charge of the flyers/brochures
-marketing/ads (information dissemination)

-powerpoint/visual aids during actual presentation

**Final Day** ***25 points***

- Community Celebration
- University/Class evaluations

**<u>Grading Scale</u>**

980 – 1000 = A+
930 – 979 = A
900 – 929 = A-
870 – 899 = B+
830 – 869 = B
800 – 829 = B-
770 – 799 = C+
700 – 769 = C
670 – 699 = C-
600 – 669 = D
Below 599 = 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.unglobalcompact.org/docs/issues_doc/labour/Forced_labour/HUMANTRAFFICKING_-_THE_FACTS_-_final.pdf

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

## *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"

Read for Today
Shelley, pp.37-80.

Weekly Facilitators
1.
2.
3.

Guests from Mason's Working Group on Displaced Populations (WGDP): Orientation about the course requirement.

## February 15 (Week 4)

Topic: "Human Trafficking as Transnational Organized Crime"

Read for Today
Shelley, pp. 83-111

Documentary film on Muro Ami

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.

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

**Reading assignment for next week**: Online-based research on any topic related to human trafficking

## March 1 (Week 6)

Topic: O***ral exercise (no make up for this activity) – 50 points total, including your question***
Summary of weekly essays

Read for Today
Online-based research on any topic related to human trafficking

Facilitator: Dr. Al Fuertes

**Due next week**: Summative Essay

## *Regional Perspectives on Human Trafficking*

### March 8 (Week 7)
Topic: Human Trafficking in Asia

Read for Today
Shelley, pp.141-173.

Weekly Facilitators
1.
2.
3.

**Due**: Summative Essay

### March 15 (Week 8) NO CLASS – SPRING BREAK

### March 22 (Week 9)
Topic: Human Trafficking in Eurasia and Eastern Europe

Read for Today
Shelley, pp.174-200

Weekly Facilitators
1.
2.
3.

### March 29 (Week 10)
Topic: Human Trafficking in Europe

Read for Today
Shelley, pp.201-228

Weekly Facilitators
1.
2.
3.

**Assignment for next week**: Initial discussion of your research paper and the peer education campaign.

## April 5 (Week 11)

Topic: Human Trafficking in the United States

Initial discussion Re. research paper and peer education campaign. Each group is given 7-10 min to present.

Read for Today

Shelley, pp.229-264

Weekly Facilitators

1.
2.
3.

**Assignment for next week** (written exercise): research online – an organization that does work in combatting human trafficking: describe their work and share your personal reflection and analysis (3-4 pages in length).

## April 22 (Week 12)

Topic: Trafficking in Latin America and Africa

Course Assessment ***(written exercise, 50 pts – no make up for this activity)***

Read for Today

Shelley, pp.265-293

Weekly Facilitators

1.
2.
3.

## *Peer Education Campaign*

## April 19 (Week 13)

Education Campaign

- Team 1
- Team 2

**Due**: Final Paper (presenters only)

## April 26 (Week 14)

Education Campaign

- Team 3
- Team 4

**Due:** Final Paper (presenters only)
**Assignment for next week**: Report and Reflection on your WGDP involvement

## May 3 (Week 15) – Final Day

- Community Celebration/Course Summary
- Culminating Activities
- University/Course/Group Evaluation

Read for Today
Shelley, pp.295-324

**Due**: Report and Reflection on your WGDP involvement

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