

## ***COURSE SYLLABUS***

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**CRIM 490-007**

**HUMAN TRAFFICKING**

**PW - COLGAN HALL ROOM 302**

**TUESDAY**

**1:30PM – 4:10PM**

Bill Woolf

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Office Hours - *By Appointment Only*

### **COURSE DESCRIPTION**

Human Trafficking will examine issues relating to the global and domestic phenomenon of human trafficking from a historical and contemporary perspective. It will reveal how human trafficking presents itself in modern day forms and address the true scope of the problem. The course will explore sociological factors that contribute to the growth of human trafficking and its persistence despite transnational efforts to criminalize and eradicate its position as the second largest criminal enterprise in the world. The course will focus on efforts to align necessary governmental and non-governmental resources through effective collaboration. In addition to collaboration, it will examine other strategies employed by community-based organizations, social services and law enforcement. The challenges to effective identification, investigation, prosecution, and prevention will be explored.

#### **I. COURSE PREREQUISITES**

ADJ 100

#### **II. COURSE OBJECTIVES**

This course introduces students to the complexities surrounding the global phenomenon of human trafficking. The student will be able to define and identify human trafficking, as well as understand state, federal, and international laws designed to combat human trafficking. Students will apply the “4Ps” of human trafficking in assessing what is being done currently to combat human trafficking and analyzing future initiatives to increase capacity in that area. Students will be assessed on their understanding of the material and ability to apply that knowledge practically while considering current trends.

#### **III. COURSE FORMAT**

Class sessions will consist of lectures, class discussions, student presentations, group work and, when possible, guest speakers. Students

are expected to arrive on time and be prepared to discuss (engage in active conversation) the assigned readings and to engage in small group work to prepare for class presentations when assigned. Attendance is expected at each class and participation will be part of the final grade.

#### **IV. ASSIGNED READINGS**

Readings will be assigned weekly based on current events. Reading assignments will be sent via email and posted on BlackBoard.

#### **V. REQUIREMENTS AND ASSIGNMENT**

##### **A. CLASS PARTICIPATION/ DISCUSSION BOARD**

Students are expected to read all assignments prior to class sessions. Active participation, which demonstrates a comprehension of the assigned readings, is expected of all class members. Following each class a topic or prompt will be posted to the BlackBoard Discussion Board. Students are expected to respond to the prompt in no less than 300 words. This is intended as a reaction to the material discussed during class. The student will also need to respond to at least ONE of their classmates posts in no less than 150 words.

**\*\* If the student is absent from a class, in addition to a post to the prompt, the student will be required to respond to 4 of their classmates' posts. This will satisfy their participation requirement for the missed class\*\***

##### **B. GROUP PRESENTATION**

Students will be assigned to groups, and required to prepare three (3) class presentations. Each student in the group must contribute an equal share to the overall presentation. The purpose is to present varying perspectives so that the class may gain a sampling of different examples of human trafficking. Handouts or visual aids are encouraged but not required.

###### **i. PRESENTATION 1 – COUNTRY PRESENTATION**

Students will be expected to work within their assigned groups to prepare a presentation on the current state of human trafficking in a selected nation. The group will read the current United States Department of State Trafficking in Persons Report (TIP) (link will be provided) for their assigned country, they may also read and reference other reliable materials as well. The group will prepare an oral presentation which should be **3 – 5 minutes in length**. Among other points of interest to be presented (a survivor story would be helpful if you can find one) the group should, at minimum, present:

- a. Country name and status (developing, developed nation)
- b. Tier level
- c. Summary of the problem, recommendations, and prosecution, protection, and prevention efforts and challenges

## ii. **PRESENTATION 2 – STATE LAWS PRESENTATION**

Students will be expected to work within their assigned groups to prepare a presentation on the current anti-trafficking laws in an assigned state within the United States. The group will conduct research on what laws have been enacted in their state relative to the prevention, protection, and prosecution of human trafficking. The students will need to do an analysis of the effectivity of the current laws as they pertain to both sex and labor trafficking. Links to primary documents will be provided (current reports from the Polaris Project and Shared Hope International), but the students will be expected to conduct independent research as well to ensure a robust understanding of the laws and how they are being applied. The group will prepare an oral presentation which should be **5 – 10 minutes in length**. Among other points of interest to be presented (a survivor story would be helpful if you can find one) the group should, at minimum, present:

- a. Overall state statistics (population and demographics)
- b. Prevalence of trafficking within that state
- c. Summary of laws (substance, effectiveness, scope, when it was enacted, applicability)
- d. Do the current laws encompass the principles of prosecution, protection, prevention, and partnership
- e. Group's recommendations to the state legislature and executives

## iii. **PRESENTATION 3 – CASE STUDY**

Students will be expected to work within their assigned groups to prepare a case study presentation regarding a prosecution of human trafficking in the United States. Suggested case studies will be provided, but the group is welcome to select their own case, with prior approval from the instructor. The students should reference court documents, news articles, as well as any other research they would like to do regarding the case (links to official court documents for suggested case studies will be provided). The students will need to do an analysis of the case background, investigation, and prosecution. The group will prepare an oral presentation which should be **10 – 15 minutes in length**. Among other points of interest to be presented the group should, at minimum, present:

- a. A summary of the facts of the case
- b. The methodology of the trafficker
- c. Victim profile
- d. Scope of the enterprise
- e. Investigation
- f. Prosecution / Punishment (analysis on whether or not the group feels “justice was served” and why or why not)
- g. Impact of the case
- h. Application of the 4 P's

### C. PRACTITIONER PAPER

The students will, on their own, find someone that is currently working in the field of human trafficking. This person should be a legislature, a member of law enforcement, a service provider, or other person working in the field of human trafficking. The student will arrange to conduct an interview of the practitioner. Following the interview the student will write a **4 – 6 page** response-style paper in current APA format that, at minimum, addresses the following:

- i. What is the practitioner's role in the field of human trafficking? Talk about their organization/employer (governmental, non-governmental / mission / funding source / staff qualifications and training)
- ii. What is the scope of human trafficking within their area of responsibility?
- iii. Are they familiar with the 4 P's and how do they apply them?
- iv. What resources do they most routinely use?
- v. What resources are lacking?
- vi. What are the challenges they face? How do they attempt to or how are they overcoming those challenges?
- vii. What changes do they feel need to happen to make their ability to combat human trafficking more effective?
- viii. What are some of their successes? (Do they have a particular success story to share?)
- ix. The student should also provide an overall analysis of the responses received from the practitioner based on the student's knowledge and opinion of human trafficking. It is okay to be critical of the practitioner in your paper as long as you are respectful and it is done in an academic manner.

### D. FINAL PAPER

The student will prepare a paper analyzing the scope of human trafficking in a selected arena. The purpose of this paper is to allow the student to apply the knowledge learned throughout the course and be able to make an academic policy analysis regarding some aspect of human trafficking. The paper will show the student's thought process and ability to find "real-world" solutions to "real world" problems. The student may select a country, a state, a subculture, or whatever s/he likes. The student will conduct research into the scope of human trafficking within their selected area of interest. In a **7 – 10 page** research paper in current APA format with appropriate references/citations, the student will address, at minimum, the following:

- i. Identify a specific problem regarding human trafficking within the student's selected area of interest.
- ii. Explain why this problem is human trafficking; applicability.
- iii. Identify factors (cultural, legislative, historical, etc) that effect the problem.
- iv. Application at least one of the 4 P's (if not all).
- v. Solution/Recommendations

**\*\* All papers should be typed, with one inch margins, double-spaced, 12-point Times New Roman font in current APA format.\*\***

## VI. GRADING

The final grade will be determined as follows:

Class Participation/Discussion Board	15%
Group Presentations (3x)	20%
Practitioner Paper	25%
Final Paper	40%
<b>Total</b>	<b>100%</b>

### GRADING SCALE

100 – 98	A+
97 – 91	A
90 – 88	B+
87 – 81	B
80 – 78	C+
77 – 71	C
70 – 61	D
60 – BELOW	F

## VII. ADDITIONAL INFORMATION

### A. DISABILITY ASSISTANCE

If you are a student with a disability and you need academic accommodations, please see the instructor and contact the Disability Resource Center (DRC) at 703.993.2474. All academic accommodations must be arranged through that office.

### B. ABSENTEE POLICY

If a student is not able to attend class they are responsible for notifying the instructor as soon as practical as to the reason for their absence. An absence from class is **not** an excuse for a late submission of an assignment, the student should make appropriate arrangements. Additionally, the student will be required to complete the additional Discussion Board assignment as described above.

### C. LATE ASSIGNMENT POLICY

If the student is unable to complete an assignment on time, then s/he must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

#### **D. WORK SUBMISSION**

Do not submit work via e-mail.

**All work must be submitted on due date.**

#### **E. HONOR CODE**

All Discussion Board submissions and papers are to be completed independently. Students should be familiar with the department and university Honor Code. Plagiarism, the act of using somebody else's work whether it is a book article or somebody else's paper as your own, is a violation of the Honor Code.

## HONOR CODE POLICY

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. Please consult the Student Handbook for a full definition of these terms. **All violations of the Honor Code will be reported to the Honor Committee.** Violations include but are not limited to the following:

- Cheating includes any “willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students,” by any means whatsoever, or the attempt to do so. Examples: copying off another student; using notes during a closed-book exam; obtaining an assignment ahead of time from a student who took the class a previous semester; turning in the same work in more than one class (without prior authorization from all professors concerned).

- Plagiarism includes “presenting as one’s own the works, the work, or the opinions of someone else without proper acknowledgement” or “borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement.” Examples: getting your paper off the Internet; turning in a paper that was written by somebody else; buying a paper; taking a written piece from someone else but rewording it so that it looks different.

- Lying includes “the willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work.” Examples: lying to faculty member by saying you were sick when you were not; falsely claiming a death in the family or a personal emergency; falsifying any official documentation.

Stealing encompasses “taking or appropriating without the permission to do so, and with the intent to keep or to make use of wrongfully, property belonging to any member of the George Mason University community or any property located on the University campus.”

Examples: stealing exams or paper assignments from the professor for the purposes of cheating; selling notes you take in class to an individual or a business.

In addition, the Honor Code policy is relevant to the types of academic work indicated below:

1.

Quizzes, Tests and Examinations. No help may be given or received by students during the taking of quizzes, tests or examinations, whatever the type or wherever taken, unless the instructor specifically permits deviation from this standard.

2.

Course Requirements. All work submitted in fulfillment of course requirements is to be solely the product of the individual(s) whose name(s) appears on it. Except with permission of the instructor, no recourse is to be had to projects, papers, lab reports or any other written work previously prepared by another student, and except with permission of the instructor no paper or work of another type submitted in partial fulfillment of the requirements of another course may be used a second time to satisfy a requirement of any course in the Department of Public Affairs. No assistance is to be obtained from commercial organizations, which sell or lease research help or written papers. With respect to all written work as appropriate, proper footnotes and attribution are required.