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**CCJ4694 – HUMAN TRAFFICKING: A GLOBAL SOCIAL JUSTICE ISSUE**

**Course Syllabus**

**3 Credit Hours**

**Spring 2019 (1/5/19 to 5/3/19)**

**Instructor**: Calli M. Cain, PhD **Email**: cainc@fau.edu

Assistant Professor **Office**: Social Science Building, Room \*\*\*

School of Criminology & Criminal Justice **Office phone**: (561) 297-\*\*\*\*

**Class meets:** 12:30 – 1:50 p.m. Tuesday & Thursdays in \*\* Building, Room \*\*\*

**Office hours:** 11:00 a.m. – 12:00 p.m. Tuesday/Thursdays or by appointment

**Course Prerequisites, Credit Hours and Class Time Commitments**

There are no prerequisites for this course. This is a 3 credit hour course:

“According to Florida State Statute 6A-10.033, students must spend a minimum 2,250 minutes of in class time during a 3-credit course. Additionally, students enrolled in a 3-credit course are expected to spend a minimum of 4,500 minutes of out-of-class-time specifically working on course-related activities (i.e., reading assigned pieces, completing homework, preparing for exams and other assessments, reviewing class notes, etc.) and fulfilling any other class activities or duties as required.” The course schedule for this course reflects this expectation of students.

**Text (required)**:

Goltz, J. W., Potter, R. M., Cocchiarella, J. A., & Gibson, M. T. (2017*). Human Trafficking: A Systemwide Public Safety and Community Approach*. St. Paul, MN: West Academic Publishing.

Enrile, A.V. (2017). *Ending Human Trafficking and Modern-Day Slavery*. Thousand Oaks, CA: Sage Publications

Kara, S. (2009). *Sex Trafficking*: *Inside the Business of Modern Slavery*, Columbia University.

* Additional readings will be assigned and available on Canvas.

**Course Description:** This semester we will be looking at a very real and difficult topic, modern day slavery, or human trafficking. The term “human trafficking” is used to refer to a variety of illicit activities, including sexual exploitation, forced labor, debt bondage, domestic servitude, serfdom, and forced marriage. Although the term “human trafficking” is relatively new, human beings have been bought and sold for thousands of years for various purposes, including domestic and manual labor, sexual exploitation, and other forms of bondage. This class is designed to help students gain a better understanding of contemporary human trafficking. Students will learn about the following topics throughout the semester: the different types of human trafficking, the business of modern-day slavery, who the offenders and victims are, the scope of the problem, and the role that governments, the criminal justice system, the media, faith-based organizations and culture play in this complex social justice issue, both domestically and globally. In addition, the course will explore the physical, emotional, psychological, and spiritual trauma experienced by victims of human trafficking and the methods used to recruit and control them.

We will be looking at some very depressing and often unimaginable topics, but we will also experience some of the most inspirational and amazing stories of people that have taken on this significant social issue. The course will also cover society’s response to human trafficking including a focus on policy, an area which continues to be contested in practice, scholarship and public opinion. The meaning of human trafficking—also referred to as trafficking in persons, trafficking in human beings, and modern-day slavery—is further fragmented by the wide range of approaches used to study the issue. Trafficking is variously represented as 1) a threat to state security, 2) a violation of human rights, 3) irregular migration, 4) prostitution, and 5) exploitative labor. Underlying these different understandings of human trafficking, however, are questions concerning gender. Women and children are most frequently trafficked in this 21st century slavery. In this course, we will discuss a gender perspective to investigate the contemporary practice and politics of human trafficking, paying particular attention to the consequences of gendered conceptualizations of work, migration, exploitation, and victimhood.

**Course Objectives.** The main objectives of this course are to expose students to:

* historical context of the contemporary discussions on trafficking
* the theoretical debates around trafficking
* the scope of the problem & national & international legislation intended to end these crimes
* data on trafficking & issues related to data collection
* organizations addressing the issue
* the 3 P’s of human trafficking: preparation, partnership & promise
* national and international policies relevant to trafficking

**Learning Outcomes.** Students taking this course will understand the following:

* Definitions of trafficking used by U.S. international organizations, governments and NGOs
* The different types of trafficking: sexual exploitation, forced domestic & manual labor, debt bondage
* Who the victims of trafficking are, both nationally and globally
* The business of trafficking (who are the offenders & how do they profit)
* The relationship & distinctions between sex trafficking, prostitution, & commercial sexual exploitation of minors
* Theories about the causes of trafficking and how to prevent it
* Organizations in the U.S. and internationally dealing with the issue of human trafficking
* Examine advocacy, grassroots activism, & community-based & justice system responses
* American policies on trafficking
* Current research on trafficking and promising methods of prevention

**Class Format.** Class sessions will be a combination of lecture, discussion, videos and in-class exercises. Lecture material is intended to supplement, not review, the readings. Because the readings are a major source of learning, students are expected to study this material as it is assigned.

**Grading Scheme:** Your final grade will be based on the following distribution.

**Exams**: 2 at 15 points each (30%)

**Assignments**: 3 at 10 points each (30%)

**Attendance**: 10 points (10%)

**Class activities and discussion/participation**: 15 points (15%)

**Final project**: 15 points (15%)

**Total points possible: 100 points**

Grades will be given according to the university grade distributions and cut-off points.

**Grading Scale**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Total points  | 100-94 | 93-90 | 89-87 | 86-84 | 83-80 | 79-77 | 76-74 | 73-70 | 69-67 | 66-64 | 63-60 | <60  |
| Grade  | A  | A-  | B+  | B  | B-  | C+  | C  | C-  | D+  | D  | D-  | F  |

**Grading Note:** I will NOT curve nor barter your grade at the end of the semester. Be sure to check your grades on a weekly basis so there are no surprises at the end of the semester!

**Extra Credit:** Throughout the course, I ***might***offer an extra credit opportunity. I will e-mail the class about the possible extra credit assignment and the requirements to gain extra points.

All education should be collaborative. This course especially will be a collaborative effort. We will work with each other to develop your abilities to read, think, discuss, and write critically about a variety of visual and printed sources. We especially will work hard on improving your ability to communicate effectively orally and in writing. To further that goal, you will write and revise a number of short papers, prepare a final paper of eight pages, and briefly present it to the class.

**Final Project:** Each student will have the opportunity to study individual regions and cases, which illustrate the suffering of the survivors and their families and the sophistication of the business structure from the brutal underlings to those making fortunes in today's slave trade that involves government, investors and police as well as criminal networks. More information about this project will be discussed in class and the requirements will be available on Canvas.

**Missed Exams/Due Dates:** I generally do not allow for make-up work (e.g., class assignments, tests). If you miss an exam because of an emergency (e.g., illness/injury, death in the family), documentation must be provided to me. You must notify me of your reason for missing the exam within 24 hours of the exam. Based on this documentation and the nature of the emergency, I will decide whether or not to grant a make-up exam. In the case of an illness, students will need to present documentation from a medical professional stating that the student’s illness prevented them from taking the exam on the date in question. Documents that are not dated and do not indicate the severity of the illness will not be accepted. Documentation is required in the case of a death in the family. If you miss an exam and do not provide documentation, you will receive a grade of 0 for that exam. Make-up exams may be comparable, but not identical to the original exam provided to the rest of the class, and it is the student’s responsibility to e-mail or meet with me to determine an appropriate re-schedule. All makeup exams MUST be scheduled within one week of the original exam. The only other circumstances that I allow for make-ups is if: (1) you are participating in an official FAU organization (you must give me an official letter at the beginning of the semester with the dates that you will be gone); or (2) you are observing an official holiday for your religion- and you MUST notify me 72 hours **PRIOR** to any missed date via email.

**Class Conduct (Common Courtesy):**

* Please keep up with the reading, assignments and workload. Please keep in mind that not all of the material in the lectures appears in the course readings, nor is all the material in the readings covered in the lectures. You are responsible for the material in the textbook and in the lectures. If you miss a class, be sure to get the notes from another student. I will not provide my slides or lecture notes.
* I encourage questions and discussion regarding the assigned material. It is important, however, to always be respectful of other students’ thoughts and questions. Do not use offensive language to establish a point. Do not speak over other students or the instructor. The success of this class is dependent not only on my abilities as an instructor to communicate new and difficult ideas, but also on our ability as a class to work together to create an environment conducive to learning. **Disruptive behaviors** in the classroom cheat other students out of their opportunity to learn. Thus, it is important that you are not a disruptive student that interrupts everyone else’s learning experience. Examples of disruptive behaviors would include coming late to class, repeatedly leaving and entering the classroom, making loud or distracting noises, and speaking without being recognized. As the instructor of this class, I also find the following distracting: reading outside material, sleeping, side conversations with your neighbor, texting and using technology for non-academic purposes (e-mail, Facebook, Twitter, Tinder, etc.). I request that you turn cell phones on silent during class (not vibrate). If any behavior disrupts the learning environment, I reserve the right to ask you to leave.

The following schedule is tentative and subject to change if class runs short or a certain subject requires further discussion.

**Course Schedule: Complete all readings prior to the class meeting for which they are assigned.**

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Reading**  |  **Assessments** |
| 1 | T 1/8 | Review syllabus and introduction to the topic <https://www.slideshare.net/lbrowning9/human-trafficking-powerpoint-presentation>  |  |  |
|  | R 1/10 | Definitions & measuring the scope of the problem. |  Enrile ch. 1 |  |
| 2 | T 1/15 | Understanding the historical context  | Busch ch.1 |  |
|  | R 1/17 | The booming business of human trafficking | Enrile ch. 2 |  |
| 3 | T 1/22 | The economics business of human trafficking | Busch ch.4 |  |
|  | R 1/24 | Who are the primary & secondary offenders/perpetrators? | Busch ch.1 |  |
| 4 | T 1/29 | Methods of control and coercion  |  |  |
|  | R 1/31 | Social determinants of trafficking | Enrile ch. 3 |  |
| 5 | T 2/5 | Sex trafficking |  |  |
|  | R 2/7 | Debt bondage | Kara ch 1-7 |  |
| 6 | T 2/12 | Labor trafficking |  |  |
|  | R 2/14 | Domestic servitude | Kara 7-14 |  |
| 7 | T 2/19 | Regional perspectives on trafficking |  |  |
|  | R 2/21 | **MIDTERM EXAM** |  | **EXAM 1** |
| 8 | T 2/26 | Victims of human trafficking | Enrile ch. 1 |  |
|  | R 2/28 | Rescuing and restoring victims: The long road to recovery | Busch ch 6 |  |
| 9 | T 3/5 | **SPRING BREAK- No Class** |  |  |
|  | R 3/7 | **SPRING BREAK- No Class** |  |  |
| 10 | T 3/12 | Prevention methods of trafficking: Grass roots advocacy | Enrile ch. 11 |  |
|  | R 3/14 | Prevention: Faith based organizations | Enrile ch. 12 |  |
|  11 |  T 3/19 | Prevention & response: Law enforcement tactics  | Enrile ch. 13 |  |
|  | R 3/21 | Policy: Human trafficking legislation | Enrile ch. 9 |  |
| 12 | T 3/26 | Global perspectives of human trafficking | Enrile ch. 6 |  |
|  | R 3/28 |  | Busch ch.5 |  |
| 13 | T 4/2 | Research and public awareness of human trafficking | Busch ch.6 |  |
|  | R 4/4 |  | Busch ch.7 |  |
| 14 | T 4/9 | Forecasting the future of human trafficking | Enrile ch. 15 | **Projects due** |
|  | R 4/11 | **Class presentations of final project** |  |  |
| 15 | T 4/16 | **Class presentations of final project** |  |  |
|  | R 4/18 | **Last day of class: wrap up class presentations** |  |  |
| 16 | T 4/23 | **Reading day: Study for the final exam** |  |  |
|  | R 4/25 | **FINAL EXAM 12:30 p.m. (same room as class)** |  | **FINAL**  |

**Disabilities & Accommodations:** I am more than happy to make reasonable accommodations for students with documented disabilities. This includes visual, hearing, and physical impairments, communication disorders, and/or specific learning disabilities. Accommodations are only provided for students with verified disabilities. In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please see: [Link to SAS](http://www.fau.edu/sas). Questions relating to academic accommodations for students with disabilities are to be directed to Students Accessibility Services, Boca Raton campus, Room 133, (561) 297-3880, TDD (561) 297-0358.

**Academic Honesty**: You do not need or want to cheat. Bad things may happen if you cheat. DO NOT CHEAT. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

* [Plagiarism](http://libguides.fau.edu/c.php?g=325629&p=2352760) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one’s own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

**Anti-plagiarism Software**

Written components of any assignment or project may be submitted to anti-plagiarism software to evaluate the originality of the work. Any students found to be submitting work that is not their own will be deemed in violation of the University’s honor code discussed above.

**Incomplete Grade Policy:** The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

**Classroom Etiquette/Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as *“... activities which interfere with the educational mission within classroom.”* Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cell phones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct. For more information, please see the FAU Office of Student Conduct: [Link to Student Conduct](http://www.fau.edu/studentconduct/) Policy

**Communications:** The best way to get in touch with me is via email. It is your responsibility to get in touch with me if you have problems with the course material, have an emergency requiring you to miss an exam, and so on. I will email the class with important announcements and you are responsible for reading all the information (i.e., upcoming exams, cancelled class due to weather/illness). It is your responsibility to check Canvas and your email; make sure that the email account the university has for you (and thus the one that I will use) is the email account that you regularly check.

If you need to get in touch with me, e-mail is the best way. Please be sure to send emails that are professional; this means including a proper subject heading (e.g., CCJ \*\*\*\*), a proper introduction (e.g., Dr. Cain, This is Kimmy Schmidt from your Human Trafficking class…). I will typically respond to your email within 24 hours (or within 48 hours for holidays).

**Copyright** – All class materials are designed by the instructor and all class lectures are the intellectual property of the instructor and are protected by federal copyright law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. Written permission must be secured from the instructor in order to sell the instructor’s oral communication in the form of notes. Notes must have the note-taker’s name as well as the instructor’s name, the course number, and the date.

**Support Services and Online Resources**

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| --- | --- |
| Office of Information Technology Online Help Desk:  | [Link to FAU Help Desk](http://helpdesk.fau.edu/) |
| FAU Libraries:  | [Link to FAU Library](http://www.fau.edu/library/) |
| Center for Learning and Student Success:  | [Link to FAU Center for Learning](http://www.fau.edu/class) |
| University Center for Excellence in Writing:  | [Link to FAU Excellence in Writing](http://www.fau.edu/UCEW)  |
| Math Learning Center:  | [Link to FAU Math Center](http://www.math.fau.edu/MLC) |
| Office of Undergraduate Research and Inquiry:  | [Link to FAU Undergraduate Research](http://www.fau.edu/ouri) |
| Student Accessibility Services: | [Link to FAU Student Accessibility Services](http://www.fau.edu/sas)  |
| Office of International Programs and Study Abroad:  | [Link to FAU International Programs](http://www.fau.edu/goabroad)  |
| Freshman Academic Advising Services:  | [Link to FAU Freshman Advising](http://www.fau.edu/freshmanadvising) |

**Selected University and College Policies**

**Faculty Rights and Responsibilities**

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

* To establish and implement academic standards.
* To establish and enforce reasonable behavior standards in each class.
* To refer disciplinary action to those students whose behavior may be judged to be disruptive under the *Student Code of Conduct*.

Instructor reserves the right to adjust this syllabus as necessary.

**Grade Appeal:** Students who wish to appeal a grade which they feel was unfair or incorrect shall first discuss the matter with the instructor within 30 days of the final grade being posted. A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

* There was a computational or recording error in the grading.
* Non-academic criteria were applied in the grading process.
* There was a gross violation of the instructor’s own grading system.
* Procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](http://www.fau.edu/regulations/chapter4/index.php).

**Religious Accommodation Policy Statement**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments.  For further information, please see [Academic Policies and Regulations](http://www.fau.edu/academic/registrar/FAUcatalog/academics.php).

**University Approved Absence Policy Statement**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student’s responsibility to notify the instructor at least one week prior to missing any course assignment.

**Drops/Withdrawals**

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. <http://www.fau.edu/registrar/registration/faqs.php>

**Additional Reading List References**

Bakirci, K. (2009). Human trafficking and forced labor. Journal of Financial Crime, 16(2), 160-165. doi:10.1108/13590790910951830

Benjamin, N. L. (2010). From child labor "problem" to human trafficking "crisis": Child advocacy and anti-trafficking legislation in Ghana. International Labor and Working Class History, 78(1), 63-88. doi:10.1017/S0147547910000128

Chuang, J. (2006). Beyond a snapshot: Preventing human trafficking in the global economy. Indiana Journal of Global Legal Studies, 13(1), 137-163. Retrieved from <http://search.proquest.com/docview/236675520?accountid=8289>

David, A. F. (2005). Human trafficking. Foreign Policy, (150), 26-32. Retrieved from <http://search.proquest.com/docview/224044819?accountid=8289>

Emmers, R., Beth Greener-Barcham, & Thomas, N. (2006). Institutional arrangements to counter human trafficking in the Asia Pacific. Contemporary Southeast Asia, 28(3), 490-511. Retrieved from <http://search.proquest.com/docview/205239291?accountid=8289>

George, C. Z. (2009). Human trafficking as a violation of an individual's civil rights. Contemporary Readings in Law and Social Justice, 1(1), 171-175. Retrieved from <http://search.proquest.com/docview/613692803?accountid=8289>

Hanley, J., Jacqueline Oxman-Martinez, Lacroix, M., & Gal, S. (2006). The "deserving" undocumented?: Government and community response to human trafficking as a labor phenomenon. Labour Capital and Society, 39(2), 78-103. Retrieved from <http://search.proquest.com/docview/235107058?accountid=8289>

Kay, B. W. (2012). Troubling the Victim/Trafficker dichotomy in efforts to combat human trafficking: The unintended consequences of moralizing labor migration. Indiana Journal of Global Legal Studies, 19(1), 105-120. Retrieved from <http://search.proquest.com/docview/1030089368?accountid=8289>

Lincoln, J. F. (2010). Continuities in the prediction of human trafficking: A research Note1. International Journal of Comparative and Applied Criminal Justice, 34(1), 201-212. Retrieved from <http://search.proquest.com/docview/1030131974?accountid=8289>

Lincoln, J. F. (2009). What was the significance of countries ratifying the UN protocol against human trafficking? A research note. International Journal of Criminal Justice Sciences, 4(2), 118-130. Retrieved from <http://search.proquest.com/docview/861485643?accountid=8289>

Lincoln, J. F. (2008).The use of hotspots in the identification of the factors that predict human trafficking. *International Journal of Criminal Justice Sciences, 3*(2), 71-83. Retrieved from <http://search.proquest.com/docview/216798532?accountid=8289>

Mark, J. M., & Wasileski, G. (2011). An underappreciated dimension of human trafficking: Battered and trafficked women and public policy. *Human Rights Review, 12*(3), 301-314. doi:10.1007/s12142-010-0187-2

Mark, P. L. (2008). Trafficking and human dignity. *Policy Review,* (152), 51-61. Retrieved from <http://search.proquest.com/docview/216434002?accountid=8289>

Obokata, T. (2003). EU council framework decision on combating trafficking in human beings: A critical appraisal. *Common Market Law Review, 40*(4), 917- 936. Retrieved from <http://search.proquest.com/docview/220271276?accountid=8289>

Pyshchulina, O. (2003). An evaluation of Ukrainian legislation to counter and criminalize human trafficking. *Demokratizatsiya, 11*(3), 403-411. Retrieved from <http://search.proquest.com/docview/237206046?accountid=8289>

Warren, K. B. (2012). Troubling the Victim/Trafficker dichotomy in efforts to combat human trafficking: The unintended consequences of moralizing labor migration. *Indiana Journal of Global Legal Studies, 19*(1), 105-120. Retrieved from <http://search.proquest.com/docview/1030089368?accountid=8289>

Wilfried, R. S. (2012). The challenges of transnational human trafficking in west Africa. *African Studies Quarterly, 13*(1), 95-115. Retrieved from <http://search.proquest.com/docview/1022281805?accountid=8289>

Zhilina, T. (2012). Human trafficking courses in undergraduate criminology and criminal justice curricula in the USA. *International Journal of Criminal Justice Sciences, 7*(1), 466-486. Retrieved from <http://search.proquest.com/docview/1018568210?accountid=8289>