

Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified in the Student Orientation Course.

BOR 6305

ADVANCED STUDIES IN HUMAN TRAFFICKING

Course Description/Overview

Click this link for a [printable version of the syllabus](#).

Overview

Human trafficking is currently known as modern day slavery. Although the scope of the problem is difficult to define, it is apparent from any significant source that the problem has gotten worse and it is now more prevalent and pervasive than the slavery that persisted throughout the world centuries ago. To complicate matters, the trafficking of humans is now among the most profitable enterprises in transnational organized crime, and the strategies and tactics used by criminals now includes business models that sustain its growth.

A review of the U.S. Department of State Report, Trafficking in Persons, 2011, reveals how over 120 of the world's countries have embarked on a journey to legislate human rights issues to control trafficking and all its manifestations. However, as you review other world documents, such as the United Nations Agenda for Action, or "Trafficking" or "Palermo" Reports, it is apparent that more countries are reporting some extent of the problem, but when compared to the U.S. "Tier" system, many countries have been unsuccessful at effective legislation and problem mitigation.

Course Description

This advanced course reviews the historical background and current complexity of the global problem of human trafficking within the context of regional causes, cases, and consequences. Human sexual exploitation, labor trafficking, and enslavement are the focus of study in this course. Definitions of the terminology and commonly used verbiage will be discussed in detail. The course presents the legal theory and foundation upon which countries throughout the world seek to control human trafficking and clarifies the difficulty with determining the scope and effect of the human trafficking problem through a focus on countries of origin, transit, and destination.

Our study is a discourse of the global complexity of the trafficking problem through a methodical review of trafficking which begins with the problem in European countries, the Asian

continent, Latin America, Africa, and the United States. It involves the comparative analysis of various geographic regions and other continents facing similar problems and extends into the realm of transnational organized crime, the actions of foreign terrorist groups, and the incursion by drug trafficking organizations into the trafficking of humans as a means to accomplish various objectives.

The social, economic, political, and psychological effect of human trafficking will be discussed, and its impact upon homeland security determined. Behavior that deviates from societal norms is frequently labeled as "criminal," and when criminals cross the border to commit crimes, there is a breach of homeland security. Understanding the evolution of human trafficking as criminal behavior, subject to economic and political conditions across history and the social responses to that behavior, as well as the attempts to understand the underlying causality associated with it, is the focus of this course.

Finally, this scholarly endeavor looks at the victim and perpetrator relationship and the psychopathology which exists at the core of the problem. The interaction between law enforcement, government agencies, and non-governmental organizations (NGOs) in addressing the problem is discussed and examined.

Course Objectives/Learning Outcomes

Objective One: To comprehend and differentiate the vocabulary associated with human slavery, sex trafficking, forced labor, and smuggling

Objective Two: To grasp the general history of slavery, comparing and contrasting slavery throughout modern history with its current forms

Objective Three: To evaluate the scope of the human trafficking problem in specific countries and regions, identify root causes in countries of origin and destination, and assess the effectiveness of existing anti-trafficking measures in the areas of prevention, assistance, protection, partnerships, and prosecution

Objective Four: To understand how the Universal Declaration of Human Rights adopted by the United Nations and the Trafficking Victims Protection Act (TVPA) impact the identification of contemporary human slavery

Objective Five: To understand and frame the problem of human trafficking within the context of border and homeland security and assess threats against our homeland within a border security milieu

Learning Outcomes

Students have a right to know what their professors expect from them in terms of their course instruction and how their learning will be evaluated. This course establishes several learning outcomes that are measured objectively and subjectively. Upon completion of the course, each student should successfully complete the following:

1. Define the terms and verbiage commonly associated with human trafficking and effectively differentiate between trafficking and smuggling
2. Understand the problems with determining the scope of the human trafficking problem as well as governmental and non-governmental means to control it.
3. Articulate the problem of human trafficking by describing its characteristics in terms of root causes, consequences, and impact in Europe, Asia, Africa, Latin America, and N. America
4. Identify key United Nations Agenda and U.S. legislation passed to confront the human trafficking problem and how well those legal efforts are performing.

5. Provide details on how an academic and practical understanding of the human trafficking problem will enable the student to effectively contribute toward securing our borders and providing for the safety of American citizens

Another major need identified by Homeland Security professionals is the ability to produce technical reports and briefings, to communicate coherently a wide variety of thoughts to a diverse audience that may not be as knowledgeable of a subject as the person conducting the brief or writing the report. To address this concern, throughout the Border Security and Criminal Justice programs students are assigned writing projects of various lengths and complexity.

Method of Assessing the Outcomes

Through the writing assignments, the student is expected to show an understanding of the depth and breadth of the human trafficking problem across the globe, particularly stating how the trafficking problem affects the United States.

A major competency identified by Homeland Security professionals is the ability to produce technical reports and briefings, to communicate coherently a wide variety of thoughts to a diverse audience that may not be as knowledgeable of a subject as the person conducting the briefing or writing the report. To address this concern, throughout the Border Security and Criminal Justice programs, students are assigned writing projects of various lengths and complexities.

Several writing exercises are assigned throughout the semester to measure the student's ability to critically analyze the causes and consequences of human trafficking. Specific knowledge on topics of importance to future courses in the Border Security program as well as the Criminal Justice program is measured through comprehensive exams. To measure the student's comprehensive understanding of the materials presented in this course, each writing assignment is meant to be comprehensive, inclusive of previous readings and class discussions.

Grading Policies

This course employs three papers and a media critique. Written assignments account for 54% of the course grade (each individual paper counts as 18% of your grade). The media project involves your viewing a video or listening to an audio, or perhaps even reviewing a publication and writing a critique. The project accounts for 16% of your final grade.

Finally, your participation in the online discussions will count for 30% of your grade.

Assignment	Percent of Grade	Due
Discussion Board Icebreaker	0%	Weeks 1
Discussion Board Assignment	36%	Weekly
Assignment 1	32%	Week 4
Final Project	32%	Week 8

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100 %

B = 80 – 89 %

C = 70 – 79 %

F = 69 % and below.

Written Assignments

Each writing assignment deals with the topic under discussion. These writing assignments cumulatively account for 64% of the student's grade. Writing assignments are expected to be about 1500 - 2000 words (6-8 pages).

Formal academic writing uses standardized styles and citation formats. The preferred format is the APA style. To access the APA writing guidelines go to this link:

<http://owl.english.purdue.edu/owl/resource/560/01/>.

Should you wish to use CHICAGO Manuscript Style, that will be acceptable. The Chicago Style guide can be found at <http://www.chicagomanualofstyle.org>.

Papers should have 1-inch margins all around. You are expected to use a standardized font - preferably Times New Roman, 12 point. Cite your references in EVERY instance and include a properly formatted reference list and cover page with every assignment.

Every writing assignment should be submitted as a WORD or PDF document. If you do not have Microsoft Office or Adobe Acrobat, then copy the text you have written directly into the assignment section of Blackboard during the appropriate week. Do NOT submit writing assignments in Word Perfect, Microsoft Works, or some e-mail format. They will not be accepted.

Final Exam

This is an online graduate course and does not utilize a final exam as part of evaluating student learning. In lieu of a final exam, students are expected to complete their final assignment and an evaluation of the course by the dates identified in Lesson 7 and Lesson 8.

Uploading Assignments

A video that describes how to upload assignments in Blackboard can be viewed by clicking this link:

[Uploading Blackboard Assignments - video](#)

A printable version of these instructions can be viewed by clicking this link:

[Uploading Blackboard Assignments - PDF](#)

Plagiarism

Any PLAGIARISM will not be tolerated and can result in the failure of a course and dismissal from the University.

Rubrics

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you

complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

[Discussion Rubric](#)

[Writing Assignment Rubric](#)

Course Organization:

Lessons

This is an eight (8) week graduate level course; therefore, it will be necessary for each student to contribute toward class discussions and the learning environment through adequate preparation and active involvement. There will be reading assignments and coursework designed to seek your critical analysis of the issues involved. You will be given sufficient time for reading and completing the writing assignments.

The focus of this course is on gleaning an education on the complexity of human trafficking so that you may possess the knowledge to intervene and obstruct such threats to the homeland and ensure the security of our borders and/or advance the body of knowledge of human trafficking in all its forms.

Course Outline

Lesson 1: INTRODUCTION TO HUMAN TRAFFICKING

We open this study with a question involving the scope, context, and scale of the human trafficking problem throughout the world. Then from this point forward, we embark on a view of trafficking in humans from the country of origin to the country of destination. The module is designed to enable you to begin looking at social, economic, political and other factors that are associated with trafficking and the larger problem of transnational crime.

CAUSES AND CONSEQUENCES: A HUMAN RIGHTS ISSUE?

In this module we examine causes and consequences of the trafficking problem and begin to review stories and ethnographies that show in great detail how some historical dynamics shape the human existence. We begin to see how one person's exploitation or abuse of another person for selfish and profitable motives is sometimes part of a centuries old tradition, custom, or value, albeit corrupt.

Objectives:

- Understand the vocabulary and terminology used in the study of human trafficking
- Identify the legislation and statutes that seek to control trafficking of humans in the U.S. and through the United Nations
- Comprehend the scope and complexity of the problem, including the attempts to define the causes and consequences as well as impact to a nation's social, economic, and political system
- Describe the effects of trafficking on the victim and on society

Lesson 2: The Context Of Human Trafficking: From A Market Economy Perspective To a Transnational Organized Crime Perspective Defined By The United Nations Agenda For Action

For many years, centuries in some instances, humans have been sold and traded as part of a country's political, social, or economic system. Human trafficking is contextualized within these dynamics.

Large and well-organized transnational crime groups have learned to operate within numerous industries with a certain amount of protection. Their illegal activities in the industries such as textile, domestic trade, construction and the restaurant industry include money laundering schemes, sex tourism, and other forms of manipulation and exploitation.

Objectives:

- Understand the perspective of human trafficking from a perspective of supply and demand
- Place the problem of human trafficking in context from an individual perspective, to a perspective involving culture, society, and politics
- Identify the significance of transnational organized crime in its contribution to human trafficking
- Review the United Nations Agenda for Action and begin to see its impact on human trafficking

Lesson 3: Trafficking in Europe and the European Initiatives to Combat Trafficking in the United States and the U.S. Policy on Human Rights

The United Nations now has the support and participation of about 122 countries throughout the world to address the human rights problems, including that of trafficking. The U.S. is a proponent of human rights legislation and passed the Trafficking Victim Protection Act in 2000. There is no shortage of criticism of the global efforts to control human rights issues. Much of the criticism and opposition involve views that differ primarily because of how definitions are derived to begin with. Other arguments are based upon ideology and "imperialistic frameworks."

Objectives:

- Understand the scope of human trafficking in European countries
- Comprehend the effect of human rights legislation on the control of the international problem of trafficking in humans
- Identify key components of the Trafficking Victims Protection Act of 2000, and in its reauthorized versions
- Critically assess the efficacy of legislation in controlling human trafficking

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Lesson 4: Human Trafficking in Eurasia and Eastern Europe
Human Trafficking Problem in Asia

Within these continents and regions of the world, there are about 85 countries that participate in U.S. and United Nations efforts to address human rights through legislation and government action. The histories and economic and political developments are studied to develop a context upon which to compare trafficking problems.

Australian government reports indicate that there are problems similar to the environmental ones studied in Asia, Eurasia, and Eastern Europe. In fact, Australian efforts to address trafficking problems include collaboration with more than 38 other countries, including the United States. People trafficking "Down Under" and in "Queensland" includes sex slavery, forced servitude, and forced marriage.

Midterm Paper Due

Objectives:

- Understand the social, economic and political dynamics in Asia and the extent of the human trafficking problem in this region of the world
- Understand social, economic, and political dynamics in Europe and the extent of the human trafficking problem in this region of the world

- Compare and comprehend the dynamics of human trafficking in the region of the world known as Eurasia
- Frame human trafficking in the context of each country's social, economic, and political systems

Lesson 5: Human Trafficking in Latin America and Africa

A Look at Trafficking in Children

A significant number of persons trafficked in Latin America and Africa have historically been disposed of in the United States. Military rule, colonization, and the country's demographics have changed little throughout the centuries. Poor, poverty stricken regions, high birth rates, large youthful populations, and agrarian economies contribute to the problem. Seventy percent (70%) of African countries report trafficking as a serious national problem.

Children comprise a large portion of the trafficked and their vulnerability and innocence is often exploited, - sometimes by members or groups of their own culture. Coercion and deception, along with a child's innocence and willingness to trust are close to the core of the trafficking problem involving children. In this module these dynamics are studied in detail.

Objectives:

- Understand the social, economic and political dynamics in Latin America and the extent of the human trafficking problem in this region of the world
- Understand social, economic, and political dynamics in Africa and the extent of the human trafficking problem in this region of the world
- Frame human trafficking in the context of each country's social, economic, and political systems, including that of the U.S.
- Comprehend the complexity and extent of how children are exploited and abused in the trafficking process

Lesson 6: The Role of Civilized Society and Organizations That Help Law Enforcement Investigation and Prosecution

As a means of compassion in humanitarian efforts, individuals, governments, faith-based organizations, and non-governmental organizations dedicate time and resources to help victims of abuse. The efforts of local, regional, and international non-profit and non-governmental organizations have become increasingly effective. This module reviews those efforts.

The challenge of enforcing laws that prohibit human rights violations is extremely difficult because victims and offenders most often publicly appear as normal citizens. Even when there is evidence and witness assistance, investigation and prosecution are difficult because the victim often refuses to assist with the investigation for reasons such as personal fear and intimidation and knowledge that offenders appear to have the ability to effectuate harm on their families. Quite often the offender and the victim are from the same neighborhood and the victim acknowledges that the criminal associations include well-known and sometimes well-respected members of the community back home. This module looks at these dynamics.

Objectives:

- To identify and describe the roles assumed by individual, governmental, and non-governmental groups in the fight against human trafficking

- To identify the means used by law enforcement personnel to investigate and contribute toward the prosecution of the human trafficking offender
- To identify the various statutes used to convict the perpetrator of human trafficking

Lesson 7: Victims and Perpetrators: Health and Psychopathologies
Case Studies and Illustrations

At the most visible level, the victim is often undetected. Conversely, there may be commonalities among the trafficker that can be detected by law enforcement personnel. Nonetheless, studying the interaction between victim and perpetrator can yield valuable information to better understand the psychology and psychopathology of the human trafficking situation.

The International Organization for Migration (IOM) provides astounding information relevant to the complexity, scope, and context of trafficking in their contributions to the report, Nations hospitable to organized crime and terrorism. The extent of the transnational problems is reiterated in sections delving into the hospitable country's social, political, and economic systems. Other factors include the country's geography, demographics, and institutions of government. Significant emphasis is placed on the weakness of the prevailing governmental system and the corruption of authority figures that contribute toward the problem.

Objectives:

- Comprehend how human trafficking affects the victims
- To understand the psychopathologies of the human trafficking perpetrator

Lesson 8: Conclusion

Final Project due

The human trafficking problem has been publicized through many means, including through documentaries, special news reports, scholarly publication, government reports, congressional hearings, and even the entertainment industry. With your understanding of the trafficking problem on a global scale, you should be able to qualify new reports, documentaries, and publications on the topic..

This final module offers the student the opportunity to examine the criminal justice system funnel and the sociological proposals for crime reduction.

Final paper due no later than Thursday, 11:59 of week 8.

Course Bibliography and Required Readings:

Human trafficking: A global perspective

Author: Louise Shelley

Publisher: Cambridge University Press

Year: 2010

ISBN: 978-0-521-11381-6 hardback

ISBN: 978-0-521-13087-5 paperback

International sex trafficking: Understanding the global epidemic

Authors: Leonard Territo and George Kirkham (provided anthology)

Publisher: Looseleaf Law Publications, Inc.

Year: 2010

ISBN: 978-1-932777-86-4

Disposable People: New Slavery in the Global Economy

Author: Kevin Bales

Publisher: University of California Press

Year: 1999; 2004

ISBN: 0-520-22463-9

Trafficking in Persons Report (2016). U.S. Department of State

Available at no cost from: <http://www.state.gov/j/tip/rls/tiprpt/>

Unless otherwise specified in a specific lesson or module, all reading assignments refer to the chapters and pages of these textbooks and assigned published articles. Other readings or media may be assigned by the instructor as part of the course completion. Additional and optional readings will serve to address interests developed by the student for his/her academic advancement.

Communication

Participation

In this class *everyone*, brings something to the table. Your ideas and thoughts do count, not only to me, but the entire class. Feel free to ask questions either via e-mail or the discussion board.

Check the discussion board regularly. Many student questions are applicable to the class as a whole, as are the responses. You may be surprised how many of your classmates have the same questions and concerns as you. I may simply post your particular question on the discussion board and allow your classmates to provide the answer through their own posts.

To some, this may be their first online class and naturally, it could seem somewhat intimidating. As a class, we are together to help each other with this learning process and share our collective knowledge on how best to communicate; how to resolve technical issues that may arise (if we have the expertise), and to assist each other to find answers to our questions.

We will learn and work as a team.

Courtesy and Respect

Courtesy and Respect are essential ingredients to this course. We respect each other's opinions and respect their point of view at all times while in our class sessions. The use of profanity & harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one's ethnicity, life style, race (ethnicity), religion, etc., violations of these rules will result in immediate dismissal from the course.

Communication Etiquette

You are encouraged to use the Blackboard Messages system instead of email to communicate with your instructor. In the course, click the Message menu button on the left side of the page, then click the Create Messages button. Responses from your professor will also be through the Messages system.

In the academic environment, emails and Blackboard messages are considered to be a formal means of communicating. Expect that your messages will receive a reply within 24 to 48 hours. The following guidelines represent good etiquette:

If you must use email, use only your ASU student account to e-mail your professor. Messages should be somewhat formal and it should be understood that they may become a permanent record.

Use the subject line to summarize your content question or issue.

Include a salutation (e.g. Dear Dr. Smith)

Messages should be succinct, with no uncommon abbreviations. Messages should not use fancy, colorful, or special characters or fonts.

At the end of your message, include your full name

Office Hours/Contacting the Instructor

Please feel free to e-mail me or send messages through the Blackboard Messages system. In this course, click the Messages menu button on the left side of the page. Click the blue Create Message button to create a message. Replies will also be through the same system.

You may also send emails to kschnurbush@angelo.edu, which I will answer within 24 hours and 48 hours on weekends.

University Policies

Academic Integrity

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

Accommodations for Disability

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.