

San José State University
College of Applied Sciences and Arts / Department of Justice Studies
JS 172: Human Trafficking and Modern Day Slavery, Fall 2015

Course and Contact Information

Instructor:	Noam Perry
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Email:	noam.perry@sjsu.edu
Office Hours:	Thursdays 1:30-2:30pm, or by appointment
Class Days/Time:	Tuesday & Thursday 10:30-11:45am
Classroom:	MacQuarrie Hall 523
Prerequisites:	100W
JS Competency Area:	Area D: Local, Transnational, Historical

Course Format

This course is taught using Team-Based Learning (TBL), a “flipped” teaching method that facilitates most of the learning in class through team work. Students will be assigned to permanent teams in the beginning of the semester. Students are required to learn basic concepts on their own and come to class prepared. Time in class is mostly spent in team work, applying those concepts in team exercises. All required team work is done during class time. The final grade is based on both individual and team work.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, readings, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. Students are responsible for regularly checking with the Canvas messaging system to learn of any updates. Student papers are also to be submitted through Canvas (NOT through email, Tutnitin, or in class).

To log into Canvas go to: <https://sjsu.instructure.com>. If you are new to Canvas please review this tutorial: http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf.

Justice Studies Department Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Course Description

This course examines the social, cultural, and historical dimensions of global human trafficking and modern-day slavery, with special attention to the efficacy, effectiveness, and unintended consequences of various anti-trafficking policies from around the world, including the United States.

Learning Outcomes and Course Goals

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. CLO 1 - Demonstrate understanding of academic material, and contribute to discussion at a professional and capable level.
This CLO will be met through the final paper, student presentation, team application exercises, and team work.
2. CLO 2 - Define human trafficking according to domestic and international law, and be able to identify human trafficking cases.
This CLO will be met through the Identifying Human Trafficking application exercise.
3. CLO 3 - Compare systematically the dimensions and characteristics of human trafficking in more than one country or world region, and evaluate policy solutions specifically tailored to these characteristics.
This CLO will be met through several application exercises, as well as the final paper.
4. CLO4 - Recognize and access international instruments and domestic laws relevant to human trafficking, be able to compare and contrast them systematically, identify and critically examine their underlying assumptions, and make a reasoned argument on how they could be altered to better address the problem.
This CLO will be met through several application exercises and the final paper.
5. CLO 7 - Work in a team to apply knowledge and solve problems.
This CLO will be met through the RAPs and team application exercises.

Required Texts/Readings

Textbook

No textbook is required for this course.

Other Readings

All required readings are posted on Canvas, under Files\Readings, organized by author(s) last name. If you choose to print them out please print on both sides (duplex) to save paper.

Other equipment / material requirements

Students will need six Scantron forms for the duration of the semester. The Scantron Form No. 882e is preferred, but other forms may be accepted.

Suggested Readings and Resources for Reference and Research

- Aronowitz, A. (2009). *Human trafficking, human misery: The global trade in human beings*. Westport, CT: Praeger Publishers.
- Gallagher, A. (2010). *The international law of human trafficking*. Cambridge, MA: Cambridge University Press.
- Kempadoo, K. (Ed.). (2005). *Trafficking and prostitution reconsidered*. Boulder, CO: Paradigm Publishers.

Online Resources for Reference and Research

- [Journal of Human Trafficking](#) - an academic peer reviewed journal dedicated to all aspects of human trafficking. Available through the library's [website](#).
- Anti-Trafficking Review – a peer reviewed journal dedicated to critically examining anti-trafficking policies. Available for free online at: <http://www.antitraffickingreview.org/index.php/atrjournal/issue/archive>.
- www.svri.org/trafficking.htm – A good selection of reports and academic articles about sex trafficking.
- www.state.gov/g/tip - The U.S. State Department Trafficking in Persons Office, including the annual TIP Reports, which cover almost every country in the world.
- www.protectionproject.org/resources/ - Resources by The Protection Project, focused on law and policy.
- <http://www.hrw.org/topic/migration/exploitation-forced-labor-trafficking> - Human Rights Watch resources on labor trafficking.
- <http://www.hrw.org/topic/womens-rights/trafficking-women-and-girls> - Human Rights Watch resources on sex trafficking.
- www.polarisproject.org/resources/overview - Resources on human trafficking in the U.S.
- www.ungift.org/knowledgehub - The UN Global Initiative to Fight Human Trafficking.
- www.bayswan.org/traffick - the Trafficking Policy Research Project, which critiques the dominant sex trafficking discourse from a sex workers' rights perspective.

Library Liaison

Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118

<http://libguides.sjsu.edu/justicestudies>

Students are strongly encouraged to contact their library liaison for individual help with their research.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Final Paper and Proposal - Individual assignment

The final paper will be submitted in three stages: a proposal, due in the middle of the semester; a complete draft, which will be peer-reviewed; and a revised final version.

Refer to the schedule at the end of this syllabus for due dates. All papers are to be submitted through Canvas (NOT via email or Turnitin).

Late submissions will not be graded. Detailed instructions and grading rubrics are posted on Canvas under each assignment.

Student Presentations - Individual assignment

This course does not have a final exam. Instead, the final week of the semester, including the time designated for a final exam, will be dedicated to student oral presentations of their final paper. Instructions and grading rubric will be posted on Canvas.

Readiness Assessment Process (RAP) - Individual & Team assignment

To facilitate Team-Based Learning, this course is divided into six themed learning units, each begins with one session called “Readiness Assurance Process” (RAP). This session is dedicated to assure that students

comprehend the basic concepts in the assigned reading material for that unit, in order to meaningfully engage in team exercises. Unlike a typical college course, students are therefore, expected to cover a lot of material in preparation for these RAPs. An additional review of material before each class is recommended.

Each RAP session is comprised of three stages:

1. Individual Readiness Assurance Test (iRAT) - closed books. Each student answers ten multiple-choice questions about the reading material assigned for the unit.
2. Team Readiness Assurance Test (tRAT) - closed books. Teams discuss the questions and take the same test as a team.
3. Written appeals - open books. At this point teams can improve their score by appealing questions they got wrong, if they think they were actually correct. This can happen if there was a mistake in the question/answer, a mistake in the readings, or if the question was worded ambiguously. Appeals will be reviewed after class. If an appeal is accepted, the missing points will be added to the team grade, as well as to the individual grades of students within that team. The grades of students in other teams will NOT be affected. Appeals can never lower anyone's grade.

RATs may include "decoy questions," which are questions that have no correct answer. In this case individuals will receive full credit for the question regardless of their answer. However, teams must appeal the question to receive full credit for it.

Based on these RATs each student will receive an individual grade and a team grade. The final individual grade will consist of the sum of the best five individual scores, dropping the lowest score. The final team grade is the sum of all six team scores.

Team Exercises - Team assignment

Regular class sessions, i.e. those that are not RAPs, will comprise of team application exercises, in which teams will apply the material they have learned in the reading materials. Some of these application exercises will be submitted and graded.

Team Work - Individual assignment

At the end of the semester students will evaluate and grade the contribution of their teammates to the work of their team. The final peer evaluation is a part of the final grade.

Formative evaluations are scheduled at the completion of each learning unit, several times during the semester. These evaluations will not count toward the final grade, and are designed to help students improve their teamwork performance. After each formative evaluation students will receive anonymous peer feedback. Students that will complete all peer evaluations as instructed will receive an extra point to their final grade.

Final Exam - Individual assignment (extra credit)

At the end of the semester students will have the option to complete one written assignment at the time designated for the final exam, for extra credit. This assignment will be available only to students who have completed ALL the regular assignments in the course, or with instructor approval. More details and instructions will be given toward the middle of the semester.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Grading Policy

Grading Scheme

Individual Readiness Assurance Tests (iRAT)	20% (best 5 out of 6, 4 points each)
Team Readiness Assurance Tests (tRAT)	24% (6 tests, 4 points each)
Team application exercises	5% (5 exercises, 1 point each)
Final paper proposal	10%
Final paper draft	5%
Final paper	20%
Presentation	5%
Team work (graded by peers)	10%
Peer evaluations	1%
Final Exam (extra credit)	5%
Total	105%

Missing, late, or plagiarized work will receive a grade of zero.

Grading Scale

The final course grade will be calculated based on the following standard scale:

98-100	A+	80-83	B-	64-67	D
94-97	A	78-79	C+	60-63	D-
90-93	A-	74-77	C	<60	F
88-89	B+	70-73	C-		
84-87	B	68-69	D+		

NOTE: “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

1. This course is taught using a teaching method called Team-Based Learning (TBL), which includes extensive team work in class. Students are therefore expected to arrive to class on time, prepared to take part in their team’s learning.
2. All classroom participants are expected to foster an environment that encourages participation, and that is respectful to others and their opinions.
3. Students are expected to complete assignments by the time indicated in this syllabus. Late assignments will not be graded.
4. Students are responsible for making up material missed in their absence on their own.
5. The use of electronic devices will not be tolerated unless as a part of class activities or during an emergency. Students may use e-readers in lieu of printing readings.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and

practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the

responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

Consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

JS 172: Human Trafficking and Modern Day Slavery, Fall 2015 Course Schedule

NOTE: this schedule is subject to change with fair notice. Any changes will be announced in class.

Course Schedule

Date	Topic	Readings *	Assignments / Reminders
Unit I: Introductions			
8/20	Introduction to the Course		
8/25	1 st RAP	This syllabus; Vicarious Trauma (handout)	Bring Scantron form and pencil
8/27	Introduction to Trafficking		
Unit II: Introduction to Human Trafficking			
9/1	2 nd RAP	Aronowitz; Cameron&Newman	Bring Scantron form and pencil
9/3	What is Human Trafficking?	Magazine Crews (handout)	Bring handout to class
9/8	Trafficking Mechanisms		
9/10	Root Causes of Trafficking		Complete teamwork evaluations <u>before</u> class
Unit III: A Global and Historical Perspective			
9/15	3 rd RAP	Bales&Robbins; Quirk; Bruch; Final paper and proposal instructions	Bring Scantron form and pencil
9/17	The International Law of Human Trafficking	Bruch; UN Trafficking Protocol (handout)	Bring handout to class
9/22	Slavery vs. Human Trafficking vs. Forced Labor	Bales&Robbins; Quirk	
9/24	Approaches to Combating Human Trafficking	Bruch	Complete teamwork evaluations <u>before</u> class
Unit IV: U.S. Anti-Trafficking Policies			
9/29	4 th RAP	Wooditch; Farrell & Pfeffer; Hsu; Gallagher	Bring Scantron form and pencil
10/1	The U.S. Trafficking Victims Protection Act	Wooditch; TVPA (handout)	Bring handout to class
10/6	U.S. Domestic Policy - Federal	T-Visa (handout)	Submit proposal <u>before</u> class

* All articles and book chapters are posted on Canvas as PDFs under Files\Readings, according to author's last name. Handouts are posted under Files\Handouts. Paper instructions are posted under the appropriate assignment.

Date	Topic	Readings*	Assignments / Reminders
10/8	U.S. Domestic Policy - Local	Farrell & Pfeffer	
10/13	U.S. Labor Trafficking Policy	Hsu	
10/15	U.S. Foreign Policy	Gallagher; TIP Report (handout)	Bring handout to class. Complete teamwork evaluations <u>before</u> class
Unit V: Problematizing Human Trafficking			
10/20	5 th RAP	Vance; Kempadoo; Leigh; Weitzer; Baker	Bring Scantron form and pencil
10/22	Barriers to Fighting Human Trafficking	Vance	
10/27	Critiques of Human Trafficking	Kempadoo; Leigh	
10/29	Measuring Human Trafficking	Measuring Human Trafficking (handout)	Bring handout to class
11/3	Researching Human Trafficking	Weitzer	
11/5	Human Trafficking and the Media	Baker	Complete teamwork evaluations <u>before</u> class
Unit VI: Policy Case Studies			
11/10	6 th RAP	Ekberg; Lovell&Jordan; Prokopets; Capron&Delmonico	Bring Scantron form and pencil
11/12	Demand Reduction	Ekberg; Lovell&Jordan	
11/17	Cleaning Up Supply Chains	Prokopets	
11/19	Fighting Organ Trafficking	Capron&Delmonico	Complete teamwork evaluations <u>before</u> class
11/24	Final paper peer review	Peer review form (handout)	Submit final paper draft <u>before</u> class <u>and</u> bring a hard copy to class, with <u>two</u> peer review forms
Conclusions			
12/1	Student presentations		
12/3	Student presentations		
12/8	Student presentations		Submit final paper by midnight
12/16 (Wed)	Final exam (extra credit): 09:45 AM - 12:00 PM	Note time change	