

San José State University
College of Applied Sciences and Arts
Department of Justice Studies

JS 172: Human Trafficking and Modern Day Slavery, Fall 2016

Course and Contact Information

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| Instructor: | Noam Perry |
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| Email: | noam.perry@sjsu.edu |
| Office Hours: | Wed 12:30PM-1:30PM, Thu 1:30PM-2:30PM, or by appointment |
| Class Days/Time: | T/Th 10:30AM - 11:45PM |
| Classroom: | MacQuarrie Hall (MH) 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 this syllabus, readings, handouts, assignment rubrics, etc. can be found on [Canvas](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking Canvas as well as the email address associated with your [MySJSU](#) account to learn of any updates.

With any question of problem, send me a message via Canvas. If you use regular email instead, make sure to include the course number and section/day in the subject line. Otherwise my reply to you may be delayed.

Also use Canvas to submit your papers. Hard copy, email, or Turnitin submissions will not be accepted.

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

Readings

No textbook is required for this course. All required readings, including articles, book chapters, and handouts, are posted on Canvas, under Files\Readings. If you print them out, please print on both sides to save paper.

Other technology requirements / equipment / material

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

Suggested Online Resources for Reference and Research

- [Journal of Human Trafficking](#): a peer reviewed journal dedicated to all aspects of human trafficking. Available through the library's website at: <http://catalog.sjlibrary.org/record=b5060045>.
- [Anti-Trafficking Review](#): a peer reviewed open source journal dedicated to critical examination of anti-trafficking policies. Available at: <http://www.antitraffickingreview.org/index.php/atrjournal/issue/archive>.
- Two excellent bibliographies of research-based literature on trafficking, one from 2008 and a 2014 update:
 - 2008: <https://www.ncjrs.gov/pdffiles1/nij/grants/224392.pdf>
 - 2014: isim.georgetown.edu/sites/isim/files/files/upload/2.23.2015%20Trafficking%20Bibliography.pdf
- [www.state.gov/g/tip](#): The U.S. State Department Trafficking in Persons Office, including the annual Trafficking in Persons Reports, available at: <http://www.state.gov/j/tip/rls/tiprpt/index.htm>.
- www.polarisproject.org/resources/overview: Best resources on human trafficking in the U.S.
- www.protectionproject.org/resources: Resources by The Protection Project, focused on law and policy.
- www.hrw.org/topic/migration/exploitation-forced-labor-trafficking: Reports on labor trafficking worldwide.
- www.hrw.org/topic/womens-rights/trafficking-women-and-girls: Reports on sex trafficking worldwide.
- www.ungift.org: The UN Global Initiative to Fight Human Trafficking.
- <http://traffickingpolicyresearchproject.org>: a database of resources critiquing 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

This course includes both individual and team assignments. All team assignments will be completed in class.

The culminating assignment in this course is individual. It includes writing a research paper and presenting it in class. A proposal for an appropriate topic is due in the middle of the semester, in lieu of a midterm paper. A draft of the final paper is due before the presentations, and will be peer reviewed in class.

Readiness Assessment Process (RAP) - Individual & Team assignment

To facilitate Team-Based Learning (TBL), this course is divided into themed learning units, each beginning with one session called Readiness Assurance Process (RAP). This session is designed to assure that students comprehend the basic concepts in that learning unit and can meaningfully engage in team exercises. 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.

Readiness Assurance Process (RAP) sessions are 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 learning unit.
2. Team Readiness Assurance Test (tRAT) - closed books. Students take the same test in teams.
3. Writing appeals - open books. At this point teams can improve their score by appealing questions their team answered incorrectly, 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. If an appeal is accepted, 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. Individual students cannot appeal; only teams can.

RATs may include "decoy questions," which are questions that have no good answer. For these questions, individual students will receive full credit for the question regardless of their answer. However, teams who answered incorrectly will not receive points unless they appeal the question as described above.

Based on each such RAT, each student will receive an individual grade and a team grade. The final individual grade will consist of the sum of the best four individual scores (iRATs), dropping the lowest score. The final team grade is simply the sum of all team (tRAT) 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. Five 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. They are intended to help students improve their teamwork performance. After each formative evaluation, you will receive anonymous peer feedback. Completing these evaluations is also a part of your final grade.

Final Research Project

Your grade will be based on the degree to which you fulfill the assignments, your ability to incorporate and synthesize concepts from the course readings and discussions, and the general rules of grammar, persuasive writing, etc.

Final Paper - Individual assignment

In the final paper you will compare, contrast, and critique a specific policy that affects human trafficking in two locations in the world.

1. The policy you analyze needs to be related to human trafficking, but it does not have to be an “anti-trafficking” policy per se. For example, it could be a policy about immigration, labor, prostitution, or another related policy area. Examples of such policies include, for example: the legal definition of trafficking; enforcement/prosecution standards or practices; a specific victim protection program (shelters, visas...); a specific prevention measure; the legal status of prostitution; labor protections; etc.
2. The comparison needs to be between two comparable jurisdictions, i.e. two developed countries, two developing countries, two states in a federal system, two cities, etc. If you want to deviate from this scheme, justify your case selection in the proposal.
3. Limit your scope as much as possible. For example, you may focus on sex trafficking of minors, labor trafficking for farm work, etc. The narrower your topic is - the better.

Your paper must contain, at a minimum, the following elements:

1. A description of the human trafficking situation in the two locations: its extent, who it affects, its causes, its history, and any other details that are pertinent for your analysis.
2. A comparison of the policy: analysis of the relevant obligations under international law (e.g., what does the UN Trafficking Protocol say about this?) and a detailed comparison between the policy in the two locations.
3. A critique of the policy - specifically, its underlying assumptions and approach (criminal justice, human rights, etc.). Evaluate which of the two locations has a better policy for the sake of trafficked persons.
4. A list of references. Use as many sources as needed for the development of your argument. At a minimum, use ten sources, including:
 - Three academic peer-reviewed journal articles NOT from the course readings.
 - Three reports¹ by government agencies, non-governmental organizations (NGO), or international governmental organizations (e.g. UN agencies).
 - Two legal sources: international conventions/treaties/declarations, national laws, court cases, etc.
 - Two articles/chapters from the course readings, excluding legal sources.

Proposal - Individual assignment

Conduct preliminary research using the sources listed on the syllabus and in academic research engines to make sure you have enough material to write about. Read extensively about your topic.

The proposal consists of your plan for the research paper. At a minimum, your proposal must include:

1. A description of the topic that your paper will focus on: the type of human trafficking, the two locations, and the relevant policy. Include some background to explain the situation.
2. A justification for choosing this specific policy area in these specific locations. What makes this comparison interesting/important?
3. A list of references/sources used in the proposal. The proposal needs to be based, at a minimum, on four sources, including:

¹ For the purpose of this assignment, a “report” is a non-academic research document. All UN agencies, major non-governmental organization, and some government agencies, periodically publish reports. They can generally be found online, typically as PDFs, and frequently with the word “Report” in their title. The Suggested Online Resources section above has links to websites that contain such reports. Newspaper articles, blog posts, and websites, however detailed, are not considered “reports” for the purpose of this assignment. If in doubt – ask me.

- One peer-reviewed journal article NOT from the course readings.
 - One report¹ by a government agency, non-governmental organization, or international organization.
 - One legal source: convention, treaty, declaration, law, court case, etc.
 - One article or chapter from the course readings, excluding legal sources.
4. On a separate page (but same document): A full list of the ten sources (at least) that you plan to use in the final paper. This list should follow the final paper requirements and be separate from the list of sources used in the proposal. However, the two lists may overlap (i.e. the same source can appear in both reference lists). In the actual final paper, you may use different sources, as long as they still fulfil the requirements.

Once I grade your proposal, unless my comments say otherwise, it is approved and you may start working on your final paper. If you want to change your plan, seek my approval in advance.

Technical Requirements for Paper and Proposal

1. Final paper length: 2,000-2,500 words of your original writing. Proposal length: 600-800 words of your original writing. Word count excludes references, headings, etc.
2. Always include: paper title, your name, course name/number, date, and page numbers.
3. You may format the paper as you see fit. However, references must adhere to APA citation style.
4. Late submissions will not be graded, but will be reviewed and commented on. If you cannot meet a deadline, discuss this with me ASAP.
5. Plagiarism, including self-plagiarism, would result in a grade of zero.

Final Paper Draft - Individual assignment

A draft of the research paper is due before presentations begin. This is a full draft of the final paper, not a “rough” draft. It needs to read and “feel” like an actual final paper. Submit it to Canvas and also bring a printed hard copy to class for peer review. Later, revise according to the feedback and resubmit as the final paper.

Oral Presentation - Individual assignment

The last week of the semester will be dedicated to student presentations. Your presentation needs to follow the argument and structure of your research paper. Unlike in the paper, you can assume the audience knows certain things, particularly the things we've been discussing in class.

Presentations need to be eight (8) minutes long, without the use of any audio-visual aids, such as videos or slides. You may use notes. It is strongly recommended that you practice your talk at home.

Be prepared to answer questions from the audience. All students are expected to attend all presentations, take notes, and come up with at least one question about each presentation.

Final Exam (for extra credit) - Individual assignment

At the end of the semester students will have the option to complete an online exam during the time designated for the final exam, for extra credit. This assignment is available only to students who have submitted on time their proposal, final paper draft, revised final paper, and presentation, or with instructor approval.

To submit the final exam, you must attend an event related to course topics. The event must be beyond your existing coursework assignments. Appropriate events include lectures, workshops, rallies, etc. I will provide options for appropriate events, but you may propose others for my approval by emailing me the details (title, time, location, and link to website if available). It does not need to be about the topic that you are writing your final paper about. It also does not need to have the words “human trafficking” in the title or the description, however if the relevance of the event to the course is not obvious, explain the connection in your email.

Here are some links where you can find appropriate events (email me to approve a specific event):

- South Bay Coalition to End Human Trafficking: www.southbayendtrafficking.org/events
- Bay Area Anti-Trafficking Coalition: <http://www.baatc.org>
- San Jose Peace & Justice Center: sanjosepeace.org/calendar.php
- Peninsula Peace & Justice Center: <http://www.peaceandjustice.org/ppjc-calendar/>
- Indybay: <https://www.indybay.org/calendar>
- San Jose Mercury News: http://events.mercurynews.com/search?cat=politics_activism
- Stanford Center for Human Rights and International Justice: handacenter.stanford.edu/upcoming-events
- UC Berkeley Human Rights Program: <http://hrp.berkeley.edu/events>

The final exam will require you to apply course concepts to the event. For example, you may be asked:

- How would you characterize the approach/frame of the event speakers/organizers toward human trafficking (law enforcement/human rights/other)? Explain.
- If something was said during this event that was significantly different from our class discussions or any of the readings, describe and explain the difference.
- If any policies/solutions were discussed in the event, describe them and compare/contrast with some other law or policy that we discussed in class.

Grading Information

Rubrics for all written assignments are posted on Canvas, at the appropriate assignment submission page.

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

Determination of Grades

| | |
|---|--|
| Individual Readiness Assurance Tests (iRAT) | 20% (best 4 out of 5 tests, 5 points each) |
| Team Readiness Assurance Tests (tRAT) | 20% (5 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% |
| Peer evaluation surveys | 5% (4 surveys, 1 point each + extra point for final one) |
| <u>Team work (graded by peers)</u> | <u>10%</u> |
| Total | 100% |

Extra credit: The final exam can add up to 5 points.

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+ | | |

Students must achieve a grade of C or better (C- not accepted) to fulfill Justice Studies major requirements.

Classroom Protocol

1. This course is taught using a teaching method called Team-Based Learning, which includes extensive team work in class. Students are expected to arrive to class on time, prepared to contribute to their team's learning.
2. Students are expected to foster an environment that encourages participation, and that is respectful to others and their opinions. Obviously you may disagree with other students or me, but you must do so respectfully.

3. Students are expected to complete assignments by the time indicated in this syllabus. Late assignments will not be graded, but you are still expected to submit them to receive comments.
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/tablets in lieu of printing the readings.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). The CASA Student Success Center also provides study space and laptops for checkout. Visit: <http://www.sjsu.edu/casa/ssc/>.

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.

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>.

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>.

Free Food

Students in need have access to several self-serve, no-registration food pantries around campus. Just stop by and take items as needed. For locations and more info visit: www.sjsu.edu/wellness/foodresources/oncampus.

JS 172: Human Trafficking and Modern Day Slavery, Fall 2016 Course Schedule

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

| Date | Topic | Readings | Assignments / Reminders |
|--|--|---|--|
| Unit I: Introductions | | | |
| 8/25 | Introduction to TBL | This syllabus | |
| 8/30 | 1 st RAP | This syllabus; Vicarious Trauma handout; Active Reading handout | Bring Scantron form & pencil |
| 9/1 | Introduction to Human Trafficking | Aronowitz p. 5 (Case 1.1.) | |
| Unit II: Introduction to Human Trafficking | | | |
| 9/6 | 2 nd RAP | Aronowitz; Cameron&Newman | Bring Scantron form & pencil |
| 9/8 | Defining Human Trafficking | Aronowitz Ch. 1; Magazine Crews handout | Bring handout to class |
| 9/13 | Trafficking Mechanisms | Aronowitz Ch. 4-5 | |
| 9/15 | Root Causes of Trafficking | Cameron&Newman | Complete teamwork evaluations <u>by Saturday</u> |
| Unit III: A Global, Historical, and Critical Perspectives | | | |
| 9/20 | 3 rd RAP | Bales&Robbins; Bruch; OHCHR; Weitzer | Bring Scantron form & pencil |
| 9/22 | The International Law of Human Trafficking | Bruch; UN Trafficking Protocol handout | Bring handout to class |
| 9/27 | Trafficking vs. Slavery vs. Forced Labor | Bales&Robbins; Bruch | |
| 9/29 | Competing Approaches to Trafficking | Bruch | Register to vote: https://vote.usa.gov/ |
| 10/4 | <u>No Class</u> : Rosh Hashana (Jewish New Year) | | Submit proposal <u>by midnight</u> |
| 10/6 | Anti-Trafficking Critique | OHCHR; Weitzer | Complete teamwork evaluations <u>by Saturday</u> |

| Unit IV: U.S. Anti-Trafficking Policies | | | |
|--|---|--|---|
| 10/11 | 4 th RAP | Wooditch; Farrell&Pfeffer; SCC; Gallagher; Kissil&Davey | Bring Scantron form & pencil |
| 10/13 | U.S. Policy - Federal | Wooditch; T-Visa handout | Bring handouts to class |
| 10/18 | U.S. Policy - Local | Farrell&Pfeffer; SCC | Bring handout to class |
| 10/20 | U.S. Policy - Foreign | Gallagher; TIP Report handout | |
| 10/25 | Prostitution Policy | Kissil&Davey | |
| 10/27 | A Sex Workers' Rights Perspective | Lutnick&Cohan | Complete teamwork evaluations <u>by Saturday</u> |
| Unit V: Case Studies | | | |
| 11/1 | 5 th RAP | Jordan; Hsu; Chuang; Scaperlanda; Feasley; Budiani- Saberri&Columb | Bring Scantron form & pencil |
| 11/3 | Measuring Human Trafficking | Jordan; Estes&Weiner handout | Bring handout to class |
| 11/8 | Trafficking in Agriculture & Domestic Work | Hsu | Vote! |
| 11/10 | Diplomats as Traffickers | Chuang | |
| 11/15 | Trafficking in Factories | Scaperlanda | |
| 11/17 | Supply Chains | Feasley | |
| 11/22 | Trafficking for Organs | Budiani-Saberri&Columb | |
| 11/24 | <u>No Class</u> : Thanksgiving | | Complete final teamwork evaluations <u>by Saturday</u> |
| Conclusions | | | |
| 11/29 | Final paper peer review | | Draft due <u>11/28</u> . Bring to class a hard copy <u>and</u> 2 peer review forms |
| 12/1 | Student presentations | | |
| 12/6 | Student presentations | | |
| 12/8 | Student presentations | | Final paper due <u>by midnight</u> |
| 12/19 | Final exam (extra credit) | Time: <u>Monday, 09:45-12:00</u> | Note time |