School of Social Work

SWK 497: Introduction to Human Trafficking

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

Instructor: Lyndsey L. Norris
Office Location: Henderson Hall Rm. 323E
Office Hours: By appointment
Contact Information: Lyndsey.Norris@tamuc.edu

Overview of Course

COURSE DESCRIPTION:

Human Trafficking is a graduate level course designed to help students gain a better understanding of contemporary human trafficking and modern day slavery. During this course, you will learn important terminology in this field, the different types of human trafficking that exist and an understanding of the scope of the problem, both domestically and globally. You will also learn about the physical, emotional, and psychological trauma experienced by victims of human trafficking and the methods used to recruit and control them. The roles that entities such as government, the economy, the media, organized crime and culture play in this complex human rights and social (in) justice issues will also be explored.

COURSE OBJECTIVE(S):

1. Learn the workings and understand a variety of aspects of Human Trafficking in the U.S. as well as abroad, including definitions, concepts and terminology and their relation to social work practice.
2. Learn the history and politics of legal rights and policies that affect the lives of vulnerable populations in our society.
3. Learn the role of the social worker and become familiar with procedures and practices for effective social work practice within the area of Human Trafficking.

RELATIONSHIP TO OTHER COURSES:

SWK

PROGRAM GOALS:

1. Prepare BSW students for professional practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.

2. Enable BSW students to be able to demonstrate reasoning to advance equality, justice, and social change.

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise the competency at the generalist level of practice. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Course content and assessment reflect bolded competencies and the following practice behaviors:

2.1.1.2 Advocates for client access to services of social work

2.1.3.3 Demonstrates effective communication in working with individuals, families, groups, organizations, communities and colleagues.

2.1.8.1 Is skilled at analyzing, formulation, and advocating for policies that advance social well-being

2.1.8.2 Is skilled at collaborating with colleagues and clients for effective policy practice

2.1.10[b].1 collect, organize and interpret client data

2.1.10[c].2 Implement prevention interventions to enhance client capacities

Course Structure

Texts and Associated Materials

Required Texts:

Orozco-Mehlman, Kimberly. (2017). *Hidden in plain sight.* Praeger: Santa Barbara, CA.

Additional Resources:

Kozakiewicz, A. (2007). Victim testimony given for the House Judiciary Committee. Available at
    http://abcnews.go.com/Politics/story?id=3742297&page=1

        https://www.youtube.com/watch?v=vGdldKxPock

U.N. Office on Drugs and Crimes. (2008, February). *Human trafficking for the removal of organs and*
    body parts. Paper presented at The Vienna Forum to Fight Human Trafficking. Available at
    https://www.unodc.org/unodc/en/human-trafficking/2010/egm-vienna-organ-trafficking.html

GRADING:

1. Discussion: (1@ 25pts. Each)	25 points
2. Service Learning Project	100 points
3. Reflection papers (1 @ 25 pts. Each)	25 points
4. Polaris Certification and Reflection paper	50 points

Total Points: **200 points**

Scale:
150 - 200 points = A
100 - 149 points = B
 49 – 99 points = C
   < 50 points = Fail

OVERVIEW OF ASSIGNMENTS:

REACTION/RESPONSE ASSIGNMENTS (1 @ 25 POINTS EACH): (25 points)
Reflection papers/Responsive Writings are an integral part of this learning experience. Since this class meets on-line in an asynchronous setting students have limited reasons for not participating each week. For the week that the Reflection paper is due, the student will have until Sunday night at 11:30 pm of the week assigned, to place the assignment in the corresponding folder for that week. Please note that I think many of you will find these activities to be very interesting and will widen your scope of the definition of human trafficking. The responsive writing is expected to be approximately a page in length and will have very clear directions each time. At this level of education, the expectation is that there will be appropriate use of grammar and conceptual theoretical frameworks. You will be given the topics in the D2L course shell.

DISCUSSIONS **(1 @ 25 POINTS EACH): (25 points)**

The discussions will open when the course opens, and the student will be expected to respond to the discussion post **by** **Wednesday at 11:30 p**.m. of the week it is assigned. Obviously responding to the prompt can be done ahead of time. The response to the prompt will need to be 7-10 sentences in length, using your critical thinking skills. **The following has to be done during the week that the discussion is assigned: Additionally, you will need to respond to TWO of your peers post between Thursday– Sunday at 11:30 pm.** by responding to each of the two with a **3-5 sentence response**, again using critical thinking skills. The discussion will close on Sunday at 11:30 p.m. **If these deadlines and guidelines for the discussion are not met, the student will receive a zero for that week's assignment**. This is an "all or nothing assignment, meaning if you miss any part of it you will receive a zero for the assignment. Limited, weak or thoughtless interaction such as "I agree with John Doe", will result in a zero points. Students will respect each other's opinion and shall not be disrespectful or less than courteous. Inappropriate messages or interaction may result in the student being blocked from class and receiving an "F". Respect and civility is tantamount to professional behavior.

HUMAN TRAFFICKING PROJECT: (100 points)

HUMAN TRAFFICKING PROJECT:

I HAVE ARRANGED FOR A HANDS ON EXPERIENCE FOR YOU IF YOU ARE ABLE TO PARTICIPATE ON THE DATES IT IS AVAILABLE. I WILL SEND THOSE DATES AND OPPORTUNITY IN AN EMAIL WITH INSTRUCTIONS.

This is a great opportunity for students to really get some hands on experience in the world of human trafficking. Students will be expected to work on a project related to human trafficking. **THE STUDENT MUST FIRST GET INSTRUCTOR'S APPROVAL REGARDING THEIR DESIRED PROJECT**. The student may want to contact agencies that are associated in some way with issues surrounding human trafficking and find out what might be available. The student will need to begin work on this project as soon as the course begins and might include, but not limited to:

- Help with writing a grant in cooperation with and to support a local human trafficking social service agency
- Work with a local social service agency that serves victims of human trafficking to plan an event/support an event to gain public awareness of the growing issue
- Work with a social service agency that serves victims of human trafficking on a special project
- Speak to a community forum on the growing issue of human trafficking locally and/or as it affects the micro, mezzo, macro population. This might include a venue such as a network of providers, social service groups, community leaders, a

state representative, or group of legislative representatives, city council meeting, etc. The list goes on and on.

- Volunteer as a blogger for a coalition or group aimed at educating and eradicating human trafficking and blog for them over the summer
- Be creative and use your creative mind to come up with something that fits your desire to learn about Human Trafficking. Meaning some will be interested in the Micro, Mezzo, or Macro area depending on what area they gravitate to as MSW students

As you can see the project is NOT something that can be done last minute. It will take some thought, time and networking. However, what is gained from such an experience is far greater than imaginable. The student will need to upload a presentation of the project to the D2L folder or a link to the presentation. This presentation will be made available to your peers. This is so that the class can view what the student was involved with. This may include a video of the student's interview with a state representative or speaking before a group of city leaders/ social service agencies/law enforcement, pictures of the experience if allowed, etc. Be creative. The student will also write a brief 2-3 page paper reflecting what the project was and the impact on the student as well as society as a whole. This project offers a great way for students to "get involved" and a creative means to do so. There are a number of grass root organizations working to combat the problems of human trafficking and this is your chance to be a part of that on some level.

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer

[university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule in conflict will be allowed to prevail.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library - Room 132
Phone (903)886-5150 or (903) 886-5853
Fax 9903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

➤ Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness

➤ Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.

➤ Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.

➤ A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.

> The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly (class meets 1X week)	Up to 2 absences: No Penalty	3 absences: 1 letter grade drop	4 absences: Class grade of "F"
Bi-Weekly (class meets 2X week)	*Up to 3 absences: No Penalty*	*4 absences: 1 Letter grade drop*	*5 absences: 1 Letter grade drop* 6 absences: Class grade of "F"
Summer 10-week	*Up to 1 absence: No Penalty*	*2 Absences: 1 Letter grade drop*	*3 absences: Class grade of "F"*

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via D2L Brightspace, students must log in and complete assignments as required in the course. Not logging onto Brightspace (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs. Final evaluation and grades depend on both online presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional face-to-face classrooms, students are expected to spend time reading and studying class materials.

 NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe that you are unable to fulfill the requirements for

the course you should talk with your instructor about the possibility of dropping or withdrawing.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.*

University Code of Conduct *located in the Student Guide Book at* http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf (pp 34- 66). On the University Website under Campus Life Documents
To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at https://www.socialworkers.org/pubs/code/code.asp) on the NASW website: https://www.socialworkers.org

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. _Conduct that violates generally accepted standards of academic honesty is academic dishonesty_.

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf) Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.

- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest

Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - o 512 MB of RAM, 1 GB or more preferred
  - o Broadband connection required courses are heavily video intensive
  - o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For You See U Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.
- *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If

you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support
Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of D2L Brightspace, please contact D2L Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

D2L Brightspace runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

TENTATIVE CLASS SCHEDULE

Week/Date/Day	Topic for Week	Assignment/Activities: Supplemental Links to Readings of Testimonies to Congressional hearings by victims, video clips, Documentaries, etc. will be located within each DAY/week of the course. Please see the Course for up to date links:	Due Dates
Day 1: Monday 12/20		Welcome to DAY 1 PART I: Sex Trafficking Please Read: Chapter 1: *"Runaways, from the Frying Pan into the Fire"* One of your assignments for this course is to complete the Polaris Project Training. You will receive a certificate once you have completed the training and will need to upload the certificate to the corresponding folder by the due date. START: Polaris Project Website and Training: https://polarisproject.org/training/ THIS WEEK: Please make sure to visit DAY 7 for information on your Reflection paper that is DUE DAY 7: Sunday, December 26, 2021, by 11:30 pm	
Day 2 Tuesday 12/21		Welcome to DAY 2: PART I: Sex Trafficking Please Read: Chapter 2: *"Happy Beginnings, Sad Endings"* Chapter 3: *"Disposable Wives"* Review the links below: Texas Triangle https://www.kxxv.com/hometown/texas/reported-cases-of-human-trafficking-on-the-rise-during-a-pandemic https://www.govinfo.gov/content/pkg/BILLS-106hr3244enr/pdf/BILLS-106hr3244enr.pdf	

Day 3: Wednesday 12/22		**Welcome to DAY 3:** PART I: Sex Trafficking Please Read: Chapter 4: *"Child Sex Tourism"* Chapter 5: *"Adult Sex Tourism"* https://www.ijm.org/news/is-the-super-bowl-the-largest-human-trafficking-event-in-the-world Please review the following links: https://www.unodc.org/e4j/en/tip-and-som/module-7/key-issues/root-causes.html Real Stories of Sex Trafficking: https://www.ice.gov/features/human-trafficking-victim-shares-story Also please note that you have a **Reflection Paper due on DAY 7 December 26 2021 by 11:30 pm.** . All of the information for the Reflection paper is in the assignment tab on that day. Remember this Winter Mini goes fast so work ahead as much as possible.	
Day 4 Thursday 12/23		**Welcome to DAY 4:** PART I: Sex Trafficking Please Read: Chapter 6: *"Human Trafficker Deployment"* https://warroom.armywarcollege.edu/articles/the-connection-between-peacekeeping-and-increased-sex-trafficking/ Chapter 7: *"Trafficked in La Mara"* This is the trafficking In Persons Report released each year by the Department of Justice. This report is a wealth of knowledge with regards to Human Trafficking. https://www.state.gov/reports/2021-trafficking-in-persons-report/ Please read the article and watch the videos of the victim in her own words. https://www.nbcdfw.com/news/local/how-i-became-a-sex-trafficking-victim-a-grapevine-womans-story/62955/	
Day 5 Friday 12/24		**Welcome to DAY 5:** PART I: Sex Trafficking Please Read: Chapter 8: *"Now Recruiting for an Exciting Summer Abroad"* https://www.mdpi.com/2075-471X/6/3/14/htm	
Day 6 Saturday 12/25		**Welcome to DAY 6:** PART I: Sex Trafficking Please Read: Chapter 9: *"Mentality of a Monger"* PDI	

		https://www.youtube.com/watch?v=6f0eRm3wDBo Legalizing prostitution: https://exoduscry.com/legalization/	
Day 7 SUNDAY 12/26		Welcome to DAY 7: DUE: REFLECTION PAPER: Sunday, December 26, 2021, by 11:30 pm **Please see the instructions for the Reflection Paper under the Assignment Tab in this module.** Please make sure you submit your Reflection paper in the box here by Sunday, December 26, 2021, by 11:30 pm.	
Day 8 Monday 12/27		Welcome to DAY 8: PART II: Labor Trafficking Please Read: Chapter 10: *"Legal and Still Exploited"* Here we begin to look at Labor Trafficking. Labor trafficking again doesn't have to involve immigrants, however many times that is the case. Labor Trafficking can include agricultural work, assembly lines, factory work, service industries, and domestic servitude. Please watch the full-length documentary on Labor Trafficking: ***Trafficked in America.*** This documentary traces back to where the trafficking began, up to the point that it was uncovered and those involved were held accountable. https://www.youtube.com/watch?v=Mp9E5nkr-wQ **THIS WEEK:** **1. Polaris Training** **DUE:** Sunday, January 2, 2022, by 11:30 pm. You will need to upload the certificate to the folder located on DAY 14. **2. Discussion Posts** **RESPONSE TO PROMPT**: **DUE:** WEDNESDAY, December 29, 2021, by 11:30 pm	

Day 9 Tuesday 12/28		**Welcome to DAY 9:** PART II: Labor Trafficking Please Read: Chapter 11: *"Domestic Servants, Diplomatic Slaves"* *https://www.youtube.com/watch?v=i06ayn4l4hw* *If you have Netflix, this is Season 3 Episode 6: American Crime Story. It is a great depiction of Domestic Servitude and trafficking.* Please view the following link: https://blog.petrieflom.law.harvard.edu/2018/06/27/the-intersection-of-human-trafficking-and-immigration/	
Day 10 Wednesday 12/29		**Welcome to DAY 10:** PART II: Labor Trafficking Please Read: Chapter 12: *"Knocking at Your Door"* Please review the following link: Labor trafficking with disabled workers https://ovc.ojp.gov/media/video/3581 **DISCUSSION PROMPT RESPONSE DUE:** RESPOND TO DISCUSS PROMPT BY 11:30 PM ON WEDNESDAY DECEMBER 29, 2021 Make sure to read the instruction for Discussions. **Instructions for posting to Discussion Posts:** You must post to the Prompt by 11:30 pm on Wednesday the week the discussion was assigned. THEN AFTER ALL have posted you will reply to TWO peers BETWEEN Thursday-Sunday by 11:30 pm of the same week. This is an ALL-or-nothing assignment. Meaning you will need to follow the posting guidelines. Please ensure that you have responded to all parts of the prompt. Please also check for grammatical errors. You are expected to supply approximately a page response to the prompt and then a half-page response to each of the two peers.	
Day 11 Thursday		**Welcome to DAY 11:** PART II: Labor Trafficking Please Read:	

12/30		Chapter 13: *"Dark Side of Chocolate from the Co'te d' Ivoire"*	
Day 12 Friday 12/31		**Welcome to DAY 12:** PART II: Labor Trafficking Please Read: Chapter 14: *"Slaved in India, Retailed in America"* *Take the Survey to see "How Many Slaves Work for You"* *https://slaveryfootprint.org/*	
Day 13 Saturday 1/1		**Welcome to DAY 13:** PART II: Labor Trafficking Please Read: Chapter 15: *"Cheap Luxury"* *https://www.dressember.org/video* *"The True Cost" is an excellent documentary about what is called "Fast Fashion" and the price that is paid for this new clothing trend.* *https://www.youtube.com/watch?v=nxhCpLzreCw*	
Day 14 ==SUNDAY== 1/2		**Welcome to DAY 14:** **Today you have TWO assignments due:** ==**1. Second Part of the DISCUSSION DUE:**== ==RESPOND TO TWO PEERS BY 11:30 PM ON JANUARY 2, 2022== ==**2. POLARIS TRAINING**== ==**DUE:** Sunday, January 2, 2022, by 11:30 pm== Polaris Project Website and Training: https://polarisproject.org/training/	
Day 15 Monday 1/3		**Welcome to DAY 15:** PART II: Labor Trafficking Please Read: Chapter 16: "*Stealing our Jobs?"*	

Day 16 Tuesday 1/4		**Welcome to DAY 16:** PART III: *Overcoming Barriers to the Abolition Of Modern Day Slavery*: Please Read: Chapter 17: *"Hidden In Plain Sight"*	
Day 17 Wednesday 1/5		**Welcome to DAY 17:**	

		PART III: *Overcoming Barriers to the Abolition Of Modern Day Slavery*: Please Read: Chapter 18: *"Disposable Kids"* *https://www.amberadvocate.org/amber-feature/why-an-amber-alert-may-never-be-issued/*	
Day 18 Thursday 1/6		**Welcome to DAY 18:** PART III: *Overcoming Barriers to the Abolition Of Modern Day Slavery*: Please Read: Chapter 19 "*Whack-A-Mole Crusade On-line"*	
Day 19 Friday 1/7		**Welcome to DAY 19:** PART III: *Overcoming Barriers to the Abolition Of Modern Day Slavery*: Please Read: Chapter 20: *"Blaming the Hotel"* *https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/super-bowl-and-trafficking-.aspx*	
Day 20 Saturday 1/8		**Welcome to DAY 20:** PART III: *Overcoming Barriers to the Abolition Of Modern Day Slavery*: Please Read: Chapter 21: *"Crimmigration and Labor Trafficking"*	
Day 21 SUNDAY 1/9		**Welcome to DAY 21:** PART III: *Overcoming Barriers to the Abolition Of Modern Day Slavery*: Please Read: Chapter 22: *"Out of the Shadows"*	

		Please turn in your Human Trafficking Project here by Sunday, January 9, 2022, by 11:30 pm. Remember that you must have the instructor's approval for the project ahead of time if it is not the project option that I have set up. I have made arrangements with an agency for you just because of the time constraints with the Winter Mini. You are more than welcome to seek out your own project, however, it must be approved ahead of time. Thank you	