



## **SWK 597: Human Trafficking**

COURSE SYLLABUS:  
Summer 2023

### **INSTRUCTOR INFORMATION**

Instructor: Lyndsey L. Norris  
Office Location: HEN 323 E  
Office Hours: By appointment  
Office Phone:  
Office Fax:  
University Email Address: [Lyndsey.Norris@tamuc.edu](mailto:Lyndsey.Norris@tamuc.edu)  
Preferred Form of Communication: **Email**  
Communication Response Time: 2 Business Days

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

#### **Textbook(s) Required**

Bales, K. & Soodalter, R. (2009). *The slave next door: Human trafficking and slavery in America today*. University of California Press: Los Angeles, CA.

Burk, Mary C. (2022). *Human Trafficking: Interdisciplinary Perspectives*. Routledge: New York, NY.

### **Supplemental Resources**

Anti-slavery.org Child Slavery

<https://www.antislavery.org/slavery-today/child-slavery/>

Gnezdilova, M. (June 2006). Victim testimony given to House International Relations Committee. Available at <http://www.uri.edu/artsci/wms/hughes/masha.pdf>

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

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

<http://www.unodc.org/unodc/search.html?q=human+trafficking+and+the+removal+of+organs&site=unodc&btnG=Search&site=unodc&proxyreload=1&sort=date%3AD%3AL%3Ad1&entqr=0&entqrm=0&ud=1>

[https://www.unodc.org/documents/commissions/CCPCJ/CCPCJ\\_Sessions/CCPCJ\\_17/CRPs/E-CN15-2008-CRP2\\_E.pdf](https://www.unodc.org/documents/commissions/CCPCJ/CCPCJ_Sessions/CCPCJ_17/CRPs/E-CN15-2008-CRP2_E.pdf)

[https://www.unodc.org/documents/human-trafficking/2015/UNODC\\_Assessment\\_Toolkit\\_TIP\\_for\\_the\\_Purpose\\_of\\_Organ\\_Removal.pdf](https://www.unodc.org/documents/human-trafficking/2015/UNODC_Assessment_Toolkit_TIP_for_the_Purpose_of_Organ_Removal.pdf)

Veselykh, I. (June 2006). Victim testimony given for the House International Relations Committee. Available at <http://www.uri.edu/artsci/wms/hughes/irina.pdf>

[http://commdocs.house.gov/committees/intlrel/hfa28104.000/hfa28104\\_0.htm](http://commdocs.house.gov/committees/intlrel/hfa28104.000/hfa28104_0.htm)

<https://www.govinfo.gov/content/pkg/CRPT-109hrpt317/html/CRPT-109hrpt317-pt1.htm>

[https://www.unodc.org/documents/human-trafficking/An\\_Introduction\\_to\\_Human\\_Trafficking\\_-\\_Background\\_Paper.pdf](https://www.unodc.org/documents/human-trafficking/An_Introduction_to_Human_Trafficking_-_Background_Paper.pdf)

<https://www.gao.gov/assets/gao-06-825.pdf>

## 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.

### RELATIONSHIP TO OTHER COURSES:

SWK 503, 505, 506, 553

### PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical 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 achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP). Students achieve programmatic goals listed above through demonstration of the following **bolded competencies** for Advanced Generalist Practice (AGP).

**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**

### **Student Learning Outcomes (Practice Behaviors)**

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one or more competencies. Content and Assessment in this course reflect 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 REQUIREMENTS**

### **Minimal Technical Skills Needed**

### **Instructional Methods**

### **Student Responsibilities or Tips for Success in the Course**

## **GRADING**

- |   |            |
|---|------------|
| 1. Weekly Discussion/Responsive/Reaction Writing Assignments: | 100 points |
| 2. Weekly Quizzes: (10 @ 5 pts each)                          | 50 points  |
| 4. Project  | 150 points |

Total Points: **300 points**

Scale:

90-100% = A

80-89% = B

70-79% = C

Less than 70% is failing

## **Assessments**

SWK 597 Assignments

### **DISCUSSION/REACTION/RESPONSE ASSIGNMENTS: (5 assignments @ 20 points each/ total of 100 points)**

You will have a mixture of Discussions or Responsive Writing assignment to a link or reading that is posted. Both Discussion and 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. Please note that 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 located in D2L during the coordinating week the item is due. At the graduate level, the expectation is that there will be appropriate use of grammar and conceptual theoretical frameworks.

- **DISCUSSIONS:**

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. This means you need to cite either of the textbooks or you may use outside sources. **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 which means that you will need to provide citations to back up what you have written. The discussion will close on Sunday at 11:30 p.m. Remember these discussions should really engage you and your peers. Remember this is about learning and the desire to learn new topics of interest.

**UNIT QUIZZES (10 quizzes @ 5 points each/ total:50 points):**

Each week you will submit a quiz. A quiz will consist of you providing FIVE points of interest that found within the assigned reading from either text. **Because it is so easy to put off reading assignments, especially during the summer, I have built these quizzes into the course to help you stay on task.** It is important to do the readings and be able to synthesize this information. I not only expect you to name the area of interest but to expand and tell me your understanding of it and why it stood out to you. You might include the implication to practice.

**HUMAN TRAFFICKING PROJECT: (150 points)**

**HUMAN TRAFFICKING PROJECT:**

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 THE 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 summer session begins and may include, but are 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, and 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, a 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 during a zoom meet-up with the class. This is so that your peers can view all of the experiences and interact, ask questions, and become more informed. Be creative. This may include a video of the volunteer experience, pictures, or an interview. The student will also write a brief 1-2 page paper reflecting what the project was and the impact on the student, on practice, and 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 grassroots organizations working to combat the problems of human trafficking and this is your chance to be a part of that on some level. There are also a lot of organizations that welcome to help our students as volunteers.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## 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](mailto: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**

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 Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

Instructor will respond to email queries within 2 business days.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

## **Students with Disabilities-- ADA Statement**

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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Department or Accrediting Agency Required Content**

#### **Engagement Policy**

##### *Final Evaluation and Grade Depends on both Classroom attendance and Participation*

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester. Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the

course, you **MUST** reach out to your instructor and let him or her know.

## **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>

## **TENTATIVE COURSE OUTLINE / CALENDAR**

Week	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 week of the course.	Due Dates
1 June 5-11	Introduction to HT, Definition, Prevalence, Historical Perspective <b>Zoom Meet/Greet Monday June 5, 2023 6:00 pm</b>	Slave Next Door (SND) Ch. 1, 9 Human Trafficking (HT) Ch. 1, 2	<b>Due: June 11, 2023 by 11:30 pm</b> <ul style="list-style-type: none"> <li>Quiz #1</li> </ul>
2 June 12-18	Introduction to HT, Definition, Prevalence, Historical Perspective	SND: Ch. 1, 9 HT Ch. 1, 2	<b>Due by June 18, 2023 by 11:30 pm</b> <ul style="list-style-type: none"> <li>Discussion #1 Week 2:</li> <li>Quiz #2</li> </ul>
3 June 19-25	Labor Trafficking and Sociological Perspective/Underlying Causes <b>Zoom on Smuggling/Trafficking/Labor Trafficking Monday June 19, 2023 6:00 pm</b>	SND: Ch. 2,3,5 HT: Ch. 3, 6	<b>Due: June 25, 2023 by 11:30 pm</b> <ul style="list-style-type: none"> <li>Discussion #2 Week 3</li> <li>Quiz #3</li> </ul>
4 June 26- July 2	Labor Trafficking and Sociological Perspective/Underlying Causes	SND: Ch. 2,3,5 HT: Ch. 3, 6	<b>Due: July 2, 2023 by 11:30 pm</b> <ul style="list-style-type: none"> <li>Mail order Brides</li> <li>Quiz #4</li> </ul>
5 July 3-9	Sex Trafficking Sexual Exploitation of a Child And child trafficking	SND: Ch. 4 HT: Ch. 4, 5, 8	<b>Due July 9, 2023 by 11:30 pm:</b> <ul style="list-style-type: none"> <li>Quiz #5</li> </ul>
6 July 10-16	Organ Trafficking HT through Law Enforcement Lens: <b>Zoom on Mail Order Brides Tuesday July 10, 2023 6:00 pm</b>	HT: Ch. 17	<b>Due July 16, 2023 by 11:30 pm</b> <ul style="list-style-type: none"> <li>Organ trafficking</li> <li>Quiz #6</li> </ul>
7 July 17-23	Minority/Gender influences	SND: Ch. 8 HT: Ch. 9,10	<b>Due: July 23, 2023 by 11:30 pm</b> <ul style="list-style-type: none"> <li>Quiz #7</li> </ul>
8 July 24-30	Technology and HT/Financial Institutions' Role <b>Zoom on Organ Trafficking Monday July 24, 2023 6:00 pm</b>	HT: Ch. 15, 16	<b>Due: July 30, 2023 by 11:30 pm</b> <ul style="list-style-type: none"> <li>Quiz #8</li> </ul>
9 July 31- Aug 6	Eating Wearing, Walking and Talking, Supply/Demand/ Slaves In the Neighborhood <b>Zoom on Presentations of HT Project Monday July 31, 2023 6:00 pm</b>	SND: Ch. 6, 7 HT: Ch. 14	<b>Due: August 6, 2023 by 11:30 pm</b> <ul style="list-style-type: none"> <li>Out of Africa/Survey</li> <li>Quiz #9</li> </ul>

10 Aug 7-10	Policy: Domestic and Foreign and Responses <b>Zoom on Presentations of HT Project Monday Aug 7,2023 6:00 pm</b>	SND: Ch. 10 HT: Ch. 11, 13	Due: August 10, 2023 by 11:30 pm <ul style="list-style-type: none"> <li>HT Project</li> <li>Quiz #10</li> </ul>
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