



SWK 597.01W & 02W HUMAN TRAFFICKING

COURSE SYLLABUS

Web-based

INSTRUCTOR INFORMATION

Instructor: **Lyndsey L. Norris, ABD, LMSW**

Office Location:

Office Hours: **By Appointment**

Office Phone:

Office Fax:

University Email Address: **Lyndsey.Norris@tamuc.edu**

Preferred Form of Communication: **Email**

Communication Response Time: **Within two business days**

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

The syllabus/schedule is subject to change.

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

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

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

Optional Texts and/or Materials:

All MSW students must purchase the following study materials to **prepare for the Graduate Comprehensive Exam** they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

[Comprehensive Study Guide](#) (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

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 gain 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 these complex human rights and social justice issues will also be explored.

Relationship to Other Courses

STUDENT LEARNING OUTCOMES

The 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. Listed below are the competencies and associated knowledge, skills, values and cognitive and affective processes that comprise the expected outcomes for this course.

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	Activity/Assessment	Dimension
Competency 1: Demonstrate Ethical and Professional Behavior		
Make ethical decisions by applying the standard of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to rural and urban contexts and at the intersection of the two.	As demonstrated by active attendance of weekly field seminar discussion engagements Zoom meetings with Guest Speakers/Discussions revolve around discussions of the importance of licensure and making ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; as well as the use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication; the use of technology ethically and appropriately to facilitate practice outcomes; and the importance of the use of supervision and consultation to guide professional judgment and behavior.	Knowledge, skills, values and cognitive and affective processes
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations within both rural and urban settings	As demonstrated by active attendance of weekly field seminar discussion engagements and Zoom meetings with Guest Speakers/Discussions revolve around discussions of the importance of licensure and making ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making,	Knowledge, skills, values, and cognitive and affective processes

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	ethical conduct of research, and additional codes of ethics as appropriate to context; as well as the use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication; the use of technology ethically and appropriately to facilitate practice outcomes; and the importance of the use of supervision and consultation to guide professional judgment and behavior.	
Use supervision and consultation to guide professional judgment and behavior within the context of both/either urban or rural settings and at the intersection of the two environments	This is demonstrated by the active attendance of weekly field seminar discussion engagements and 2 hours of supervision per week with the field supervisor to discuss any questions/concerns of the student.	Knowledge, skills, values, and cognitive and affective processes
Design and engage in effective self-care strategies to reduce the likelihood of compassion fatigue and burnout.	as demonstrated by active attendance of weekly field seminar discussion engagements	Knowledge, skills, values, and cognitive and affective processes
Competency 2: Engage in Diversity and Difference in Practice		
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels within both urban and rural settings.	as demonstrated by active attendance of weekly field seminar discussion engagements Zoom meetings with Guest Speakers/Discussions revolve around discussions applying and communicating an understanding of the importance of diversity and difference in shaping life experiences in practice at the	Knowledge, skills, values and cognitive and affective processes

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	<p>micro, mezzo, and macro levels. Additionally, guest speakers and discussions assist students as learners and engage clients and constituencies as experts of their own experiences. Students also learn to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies through guest speaker and discussions via Zoom and online. Additionally, students learn of the importance of licensure and making ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; as well as the use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication; the use of technology ethically and appropriately to facilitate practice outcomes; and the importance of the use of supervision and consultation to guide professional judgment and behavior.</p>	
Present themselves as lifelong learners and engage all clients (those in both rural and urban settings) and constituencies as experts of their own experiences.	As demonstrated by active attendance of weekly field seminar discussion engagements as well as with guest speakers and Zoom Meet-Up discussions focused	Knowledge, skills, values and cognitive and affective processes

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	on the importance of social workers being lifelong learners in both the rural and urban settings.	
Utilize self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies recognizing the complex and chaotic environment cross over of rural and urban settings	as demonstrated by active attendance of weekly field seminar discussion engagements. Students learn the importance of managing their personal biases and values when working with clients and constituencies recognizing the complex and chaotic environment cross over of rural and urban settings through the Zoom Meet-Ups and Zoom Discussion.	Knowledge, skills, values and cognitive and affective processes
Analyze the holistic and systemic nature of problems in rural/urban settings taking care to attend to the special factors of found within each unique environment such as dual relationships, inadequate transportation, and extreme poverty, difficult access to health care, and disenfranchisement from political processes.	As demonstrated by active attendance of weekly field seminar discussion engagements	Knowledge, skills, values and cognitive and affective processes

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this course you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word, PowerPoint and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various

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assignments, some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

Student Responsibilities and Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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Assessments	Value
Discussion/Responsive/Reaction Writing Assignments (5 @ 20 pts. each)	100 pts.
Weekly Quizzes: (10 @ 5 pts. each)	50 pts.
Project	150 pts.
TOTAL	300 pts.

Assessments

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

You will have a mixture of Discussions or responsive writing assignments to a link or reading that is posted. Both Discussion and Responsive Writing are integral parts of this learning experience. Since this class meets online 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 begins, and students will be expected to respond to the discussion post **by Wednesday at 11:30 p.m. of the week it is assigned**. Responding to the prompt can be done in advance. The response to the prompt should be 7-10 sentences in length, utilizing your critical thinking skills. **This means you need to cite either of the textbooks or 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. Please remember that these discussions should engage you and your peers effectively. Remember, this is about learning and the desire to learn new topics of interest.

2. 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 are 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 essential to complete the readings and synthesize the information effectively. I

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not only expect you to name the area of interest but also to expand on it and explain your understanding of it, as well as why it stood out to you. You might also include implications for practice.

3. HUMAN TRAFFICKING PROJECT: (150 Total points with 50 pts for the Reflection paper and 100 pts for the Presentation)

This is an excellent opportunity for students to gain 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 obtain the instructor's approval regarding their desired project.** The student may want to contact agencies associated with human trafficking issues to find out what resources might be available. The student will need to begin work on this project as soon as the summer session begins and may include, but is 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 unique 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 a 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 imagination to come up with something that aligns with your desire to learn about Human Trafficking. Meaning some will be interested in the Micro, Mezzo, or Macro area, depending on which area they gravitate to as MSW students

As you can see, the project is not something that can be done at the last minute. It will take some thought, time, and networking. However, what is gained from such an experience is far greater than one can imagine. The student will need to upload a presentation of the project to the D2L folder or a link to the presentation. The presentation will be made available to your peers during a Zoom meet-up with the class, and students are expected to attend and present their presentation. By uploading the presentation and presenting it, peers can view all the experiences, 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 on the

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project, its impact on the student, practice, and society as a whole. This project provides an excellent opportunity for students to get involved and offers a creative means to do so. There are many grassroots organizations working to combat the problems of human trafficking, and this is your chance to be a part of that on some level. Numerous organizations are willing to help our students as volunteers.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

Zoom Video Conferencing Tool

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.

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>

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Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The Instructor will respond to email queries within two 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 require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Ethical Behavior

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

University Code of Conduct

East Texas A&M University has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

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 (or copy/paste the following URL in your web browser:

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

[If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "Student Appeal of Instructor Evaluation" - Procedure 13.99.99.R0.05.](#)

Academic Integrity

Students at East Texas A&M University 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:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

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

[Undergraduate Academic Dishonesty Form](#)

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University Rules on Research

Students involved in conducting research and/or scholarly activities at East Texas A&M University must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

AI Use Policy

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty, specifically plagiarism.

Individual instructors may disallow the use of such software entirely for particular assignments or the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

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

PLEASE NOTE THAT THIS INSTRUCTOR USES TURNITIN AI DETECTION. STUDENTS WHO SUBMIT WORK USING AI, WHETHER TO WRITE THE ASSIGNMENT OR USE AI TO PARAPHRASE, WILL BE AWARDED A ZERO ON THE ASSIGNMENT.

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

East Texas A&M University

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

East Texas A&M University 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.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 East Texas A&M 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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections 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

School of Social Work & Council on Social Work Education-Specific Policies Course Engagement

Final Evaluation and Grade Depend on Both Classroom Attendance and Participation:
Inadequate participation or a lack of required time commitment in each class significantly affects students' grades. Regardless of the course venue, students must dedicate 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 achieve a level of competency in a specific course, students must demonstrate both mastery of the 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 the development of human relationships, which is defined as engagement. Engagement is defined as meaningful involvement in interactions with the instructor, peers, and outside stakeholders, as appropriate, such as contacting a social worker to conduct an 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 may include, but are not limited to, participation in live, synchronous virtual classes, attending face-to-face courses when appropriate, interacting with peers in posted discussions, and collaborating on group

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interactive projects.

Students must meet the standards for content mastery on tangible assignments and demonstrate active engagement at the threshold set by the Instructor for the duration of a semester.

Instructors are experts in each course content area and set the standards for students to meet to successfully complete the course.

Student Conduct

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

Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "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 that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#).

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 2-8	Introduction to HT, Definition, Prevalence, Historical Perspective Zoom Meet/Greet Tuesday, June 3rd 7:00 pm	Slave Next Door (SND) Ch. 1, 9 Human Trafficking (HT) Ch. 1, 2	Due: June 8th by 11:30 pm • Quiz #1
2 June 9-15	Introduction to HT, Definition, Prevalence, Historical Perspective	SND: Ch. 1, 9 HT Ch. 1, 2	Due by June 15th by 11:30 pm • Discussion #1 Week 2 • Quiz #2
3 June 16-22	Labor Trafficking and Sociological Perspective/Underlying Causes	SND: Ch. 2,3,5 HT: Ch. 3, 6	Due: June 22nd by 11:30 pm • Discussion #2 Week 3 • Quiz #3
4 June 23-29	Labor Trafficking and Sociological Perspective/Underlying Causes Zoom Meet-Up Tuesday June 24th 7:00 pm	SND: Ch. 2,3,5 HT: Ch. 3, 6	Due: June 29th by 11:30 pm • Mail-order Brides • Quiz #4

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5 June 30- July 6	Sex Trafficking Sexual Exploitation of a Child And child trafficking	SND: Ch. 4 HT: Ch. 4, 5, 8	Due July 6th by 11:30 pm: • Quiz #5
6 July 7-13	Organ Trafficking HT through Law Enforcement Lens:	HT: Ch. 17	Due July 13th by 11:30 pm • Organ trafficking • Quiz #6
7 July 14-20	Minority/Gender influences	SND: Ch. 8 HT: Ch. 9,10	Due: July 20th by 11:30 pm • Quiz #7
8 July 21-27	Technology and HT/Financial Institutions' Role	HT: Ch. 15, 16	Due: July 27th by 11:30 pm • Survey • Quiz #8
9 July 28- Aug 3	Eating, Wearing, Walking, and Talking, Supply/Demand/ Slaves In the Neighborhood Zoom on Presentations of HT Tuesday, July 29th, 7:00 pm	SND: Ch. 6, 7 HT: Ch. 14	Due: August 3 rd by 11:30 pm • Out of Africa • Quiz #9
10 Aug 4-7	Policy: Domestic and Foreign and Responses Zoom on Presentations of HT Tuesday, August 6th 7:00 pm (If needed)	SND: Ch. 10 HT: Ch. 11, 13	Due: August 7 th by 11:30 pm • HT Project • Quiz #10

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