



Slavery in the Twenty-First Century

CCJS 325

**Section
201**

Spring 2019

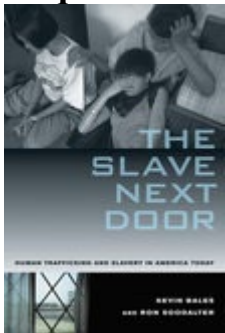
Learning Outcomes

Slavery was abolished in the United States in 1863. Around the world, similar forms of oppression have been attacked and abolished. However, slavery is still a reality. In this course, we will explore human trafficking or modern slavery on an international and domestic level. Human trafficking victims include men, women and children who are subjected to force, fraud or coercion for the purpose of sexual exploitation or forced labor. This course will define and analyze the human trafficking phenomenon through academic research, domestic and international policies and laws, key modern cases and debates, enforcement strategies and abolition movements.

After successfully completing this course you will be able to:

- Understand the trafficking of human beings in its historical, legal, economic, political and social contexts.
- Identify the scope of the global problem, different forms of trafficking, and regional trends and practices.
- Evaluate the multiple layers of human trafficking in order to understand the relationship between supply and demand.
- Analyze the roles of government, the international community and individual actors in addressing the problem.

Required Resources



Bales, Kevin and Soodalter, Ron. *The Slave Next Door*. 2009. University of California Press.

Prof. White

Ccjs325.0201@gmail.com

Class Meets

MWF

11:00 am – 11:50 am

TYD 2109

Office Hours

LeFrak Hall

Tuesdays

10:00 am – 12:00 pm

and by appointment

Teaching Assistants

Prerequisites

N/A

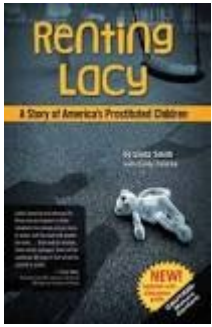
Course Communication

We will use ELMS in this course for posting grades, class announcements, additional readings and class discussions.

www.elms.edu After

assignments are due and exams are given, grades will be posted on ELMS in a reasonable period of time. Please contact me via the email address listed at the top of this page. **Do not send emails via ELMS.**

Please consult this link for helpful guidance on writing professional emails (ter.ps@email).



Smith, Linda. *Renting Lacy*. 2009. Shared Hope International. ISBN: 9780989645126

The 2018 Trafficking in Persons Report:
<https://www.state.gov/j/tip/rls/tiprpt/2018/>

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Activities, Learning Assessments, & Expectations for Students

STATEMENT ON CLASSROOM CLIMATE

The success of this class is dependent not only on my abilities and talents as an instructor to communicate information and ideas, but also on our ability as a class to work together to create an environment conducive to active learning. As a department and university, we expect the faculty and students to be prepared for class and to be actively engaged in the classroom activities. Unfortunately, disruptive behaviors in the classroom cheat other students of opportunities to learn. The University of Maryland's Code of Academic Integrity defines classroom disruption as "behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class." Examples include coming late to class, repeatedly leaving and entering the classroom without authorization, excessive talking, persisting in speaking without being recognized, allowing cell phones to ring, talking on a cell phone, reading text messages, sending text messages, or using a cell phone or any other electronic device. None of this behavior will be tolerated.

Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to show civility with one another, the teaching assistants or with me will be subject to being referred to the Office of Student Conduct or to Campus Police. You are expected to adhere to the Code of Student Conduct.

ATTENDANCE GUIDELINES

Regular and consistent attendance in this class is expected from registered students. University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. Students must submit the request in writing and supply appropriate documentation.

Campus Senate policy requires students who are absent for a Major Student Grading event, due to illness/injury, to furnish documentary support to the instructor. I require students to contact me by email or by phone prior to class time in which you indicate that you have an illness or an injury. You must provide written documentation of the illness from the Health Center or an outside health care provider verifying the dates of treatment and the time period during which the student was unable to meet academic responsibilities. This documentation must be provided immediately upon your return to class. You will not be allowed to turn in missed assignments or make up quizzes, tests or papers if you have not provided this documentation. Documentation not presented to me in a timely manner will not be accepted. In addition, if it is found that you have falsified the documentation provided, I will refer you to the University's Student Conduct Office.

If a student has missed a **single** lecture, Campus Senate policy allows that I accept as an excused absence a self-signed note from the student. The note must also contain an acknowledgement by the student that the information is true and correct and that providing false information is prohibited under Code of Student

Conduct. The student is also obligated to make a reasonable attempt to inform the instructor of his/her illness in advance. A self-signed note will not apply to missing a major Scheduled Grading Event.

ASSIGNMENTS

1. Reading Assignments: Each student is responsible for reading assignments as outlined below and being fully prepared to participate in classroom discussions. Students should bring the appropriate books/articles to class.
2. Participation: I expect students to ask questions, participate in discussions and be active listeners. We will work in groups during many class sessions and I expect each student to contribute as required. Students will also be required to complete in-class writing assignments and these grades will compile a portion of their participation grade.
At the beginning of each week (Mondays), students will complete in-class reaction papers based on the academic journal articles assigned for that week. These papers will be hand-written, completed at the beginning of class and will be worth 5 points each. These points are participation points. Students not present for these assignments will earn a 0.
3. Academic Book Review: Students will write an academic book review of Linda Smith's *Renting Lacy*. This paper will serve as the midterm for this course. I will post further details on the requirements for this paper on ELMS.
4. Group Country Report: Students will work in groups to produce an in-depth presentation on an identified country. **The United States is the only country off limits for this assignment.** I will post further details on the requirements for this paper on ELMS.
5. Response Paper: This paper will serve as the final paper for the class focusing on *The Slave Next Door* and other case studies. I will distribute the specific requirements of this paper on the last day of class.

Course-Specific Policies

USE OF TECHNOLOGY

No computers, phones or tablet devices are permitted during our class meetings. I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for DSS accommodations). If a computer is needed to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: <http://youtu.be/WwPaw3Fx5Hk>

If these devices are seen and/or used during class, the student(s) will be asked to leave the class immediately. If these devices are seen and/or used during an exam, the exam will be collected from the student and the student will no longer be allowed to continue taking the exam. The exam score will be noted as 0.

Exception: Students will be allowed to use electronic devices (like tablets) to access the e-version of the textbook. However, if at any time the professor learns that students are using the device for other reasons, the students will no longer be permitted to access this device for the remainder of the semester.

LATE SUBMISSIONS

This class begins at 11:00 am and ends at 11:50 am on Mondays, Wednesdays and Fridays. When papers are due in class, students are to be present to turn in their assignments at the class start time unless the papers are to be submitted via ELMS. **Once I begin teaching class, I will not accept any papers nor will any papers be accepted via ELMS.**

If an excused absence, with legitimate documentation, supports a late submission, the student must contact Prof. White immediately (as soon as it is clear that the assignment will be late) to discuss an extension.

Turnitin

For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

ATHLETES

Any student participating in a school sponsored athletic program must provide a copy of their athletic calendar outlining dates when they will miss classes to the instructor by **February 8, 2019**.

RELIGIOUS OBSERVANCES

While the University does excuse absences for religious observances, it is the student's responsibility to inform the instructor of any intended absences for religious observances in advance and prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester. Therefore, by **February 8, 2019** students must provide me in writing a request for a make-up exam if I have indicated a date on this syllabus that you are unable to make due to a specific religious observance on a specific date. Please refer to the Online Undergraduate Catalog Policy on Religious Observance. *Please remember that accommodations are NOT made for travel to and from the religious observance.*

STUDENTS WITH DISABILITIES

I will make every effort to accommodate students who are registered with Accessibility and Disability Service (ADS) Office and who provide me with a University of Maryland ADS Accommodation form, which has been updated for the Spring 2019 semester. This form must be presented to me no later than **February 8, 2019**. **I am not able to accommodate students who are not registered with ADS or who do not provide me with documentation which has been reviewed by ADS after February 8, 2019.**

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.



Everything is free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

Professionalism

Since we are in a professional setting, all interactions with the Professor and the Teaching Assistant(s) must be in a professional manner. For example, all emails must be addressed appropriately, include your name and the reason for your correspondence. Remember that an email is a more formal communication than a text or a tweet.

Additionally, correspondence about the course with the teaching assistant(s) must only be through the class email. Do not contact the teaching assistant via any other forum unless specifically requested by the teaching assistant.

Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Participation	=	15%
Academic Book Review	=	30%
Group Country Report	=	20%
Response Paper	=	35%

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 \neq 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
+	97.00 %	+	87.00 %	+	77.00 %	+	67.00 %		
A	94.00 %	B	84.00 %	C	74.00 %	D	64.00 %	F	<60.0 %
-	90.00 %	-	80.00 %	-	70.00 %	-	60.00 %		

Course Schedule

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Week 1

Introductions

1/28-2/1

What is human trafficking?

What is the global scope of the problem?

What are the different forms of human trafficking?

How/why did human trafficking emerge as a global human rights issue at the end of the 20th century?

Myths About Human Trafficking

Article Identification Description

Week 2

Introduction to Human Trafficking

2/4-2/8

Article Identification

What Isn't For Sale

In-class Activity: Slavery Footprint/ Ecological Footprint (Laptops needed)

<https://arxiv.org/pdf/1602.05048.pdf>

The Trafficking Victims Protection Act of 2000, available at <http://www.state.gov/g/tip/laws>

The 2018 Trafficking In Persons Report:
<https://www.state.gov/j/tip/rls/tiprpt/2016/>

Week 3

Slavery Still Exists?

2/11-2/15

Do Public Events Affect Sex Trafficking Activity?

Bales Chapter 1

In-class movie: Tricked

Week 4

Migration, Smuggling and Globalization

2/18-2/22

Bales Chapter 2

Climate Change, Mass Migration and the Military Response:

<http://www.sciencedirect.com/science/article/pii/S0030438707000786>

Week 5

Sex Trafficking

2/25-3/1

Bales Chapter 3

The Political Economy of a Natural Disaster:

<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8330.2006.0575a.x/epdf>

In-class movie: I Am Jane Doe

Week 6

Sex Trafficking

3/4-3/8

Bales Chapter 4

Sara Kruzan/ Cyntoia Brown (split the class in half)

Week 7

Labor Trafficking

3/11-3/16

Bales Chapter 5

Colorado Report

Case Studies

Group Project Discussion

3/11 Renting Lacy Paper Due

Week 8 SPRING BREAK

3/18-3/22 NO CLASSES

Week 9 Labor Trafficking

3/25-3/29 Department of Labor Report

Class discussion of recent court cases

Group Project Meetings with TA/Professor

Week 10 Organ Trafficking and Child Soldiers

4/1-4/5 Bales Chapter 6

International Organ Trafficking Crisis Article

Group Project Meetings with TA/Professor

Week 11 Gender Apartheid and Social Hierarchy

4/8-4/12 Gender Bias Article

Bales Chapter 7

Country Reports

Week 12 Gender Apartheid and Social Hierarchy

4/15-4/19 Bales Chapter 8

Statelessness Article

Country Reports

Week 13	Supply and Demand
4/22-4/26	<i>Bales Chapter 9</i>
	Internet Impact and Big Business
	<i>Country Reports</i>
Week 14	US Government and Global Efforts
4/29-5/3	<i>Bales Chapter 10</i>
	<i>Country Reports</i>
Week 15	Innovative Initiatives
5/6-5/10	<i>Country Reports</i>
Week 16	Concluding Thoughts
5/13	