COURSE DESCRIPTION AND OBJECTIVES

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 day 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.

In this class, we will discuss the trafficking of human beings in its historical, legal, economic, political and social contexts. We will identify the scope of the global problem, different forms of human trafficking, regional trends and practices, including trafficking in the United States and the different actors involved at all levels. We will discuss the multiple layers of human trafficking in order to understand the relationship between supply and demand. We will examine the roles of government, the international community and individual actors in addressing the problem. Ultimately, we will conclude with compiling strategies that have proven effective in different parts of the world.
CLASS FORMAT

This class will be completed solely on-line. I will post documents on Canvas (ng.elms.umd.edu) and all students will be required to participate regularly in the conversations posted in the Discussion Board section of our website. We will also view different types of visual materials and read various types of articles to gain a fuller understanding of this topic. To get the most out of this class, we must be willing to talk openly about this controversial issue and participate on all levels.

REQUIRED READINGS


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. In our on-line classroom, we are all expected to treat each other with respect by responding to questions and concerns promptly and by asking questions politely as well. As the Professor, I will check-in to our classroom every day and each student will be expected to do the same making sure to abide by deadlines and other noted requirements.

Disruptive behavior of any kind will not be tolerated. 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.” Students who are unable to show civility with one another or with me will be subject to being referred to the Office of Student Conduct. All students are expected to adhere to the Code of Student Conduct.
ACADEMIC DISHONESTY

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation and plagiarism. For more information of the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

Even though students will be asked to read documents on the internet and will not have face to face contact with the Professor or classmates, students are still required to abide by the Code of Academic Integrity in every academic situation.

The following statement must be signed and/or written on every exam and assignment: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).”

COPYRIGHT

Legally, course materials such as written or recorded lectures and Power Point presentations are copyright protected and the ability to copy and distribute course materials unless it is for personal use and with instructor’s permission is illegal.

The lectures I deliver in this class and the course materials I create and distribute are protected by federal copyright law as my original works. My lectures are recorded or delivered from written lectures in order to ensure copyright protection. You are permitted to take notes of my lectures and to use course materials for your use in this course. You may not record, reproduce, or distribute my lectures/notes for any commercial purpose without my written consent. Persons who sell or distribute copies or modified copies of my course materials, possess commercial copies of my notes (i.e. Terpnotes), or assist another person or entity in selling or distributing those materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

ONLINE COURSE EVALUATIONS
Your feedback about this course is very important to me and therefore we do several forms of evaluations throughout this semester. One important campus-wide evaluation is the online evaluation at the end of the semester. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations.

ASSIGNMENTS

1. **Reading Assignments**: Each student is responsible for reading assignments as outlined below and being fully prepared to participate in classroom discussions.

2. **Participation**: I expect students to ask questions and participate in discussions.

**Response Papers**: Students will write multiple response papers on articles, books and movies. Specific instructions will be outlined in our on-line classroom.

**Country Report**: Students will work in small groups to produce an in-depth presentation on a country/group of countries. This report will include the following: (1) An assessment of the characteristics of trafficking in this country/region, (2) an analysis of the major factors contributing to the existence of human trafficking in the region, (3) an identification of strategies that have been used, (4) a conclusion identifying recommendations for how to proceed. Groups will submit their reports on designated dates, thereby enabling the entire class to become familiar with trafficking in different parts of the world. Each group will also be required to submit a written report.

**Pamphlet**: Each student will create a pamphlet designed to inform their community about the dangers of human trafficking. Further instructions will be outline in our on-line classroom.

**GRADING**

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<tr>
<td>Participation</td>
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<td>Response Papers</td>
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<td>Group Country Report</td>
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COURSE OUTLINE

Week 1  INTRODUCTION TO HUMAN TRAFFICKING

1/2-1/6  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?

Readings:

* Trafficking and Global Crime Control. Introduction

* Half The Sky. Chapters 1-5

Week 2  SLAVERY STILL EXISTS?

1/7-1/13  How is this institution still allowed to exist?

Readings:

The 2012 Trafficking In Persons Report

http://www.state.gov/g/tips/rls/tiprpt/2012/

Week 3  DOES THIS HAPPEN IN THE UNITED STATES?

1/14-1/20  What is the extent of this problem?

Readings:

* Trafficking and Global Crime Control. Chapters 1-7

Country Reports

Week 4  WHAT DO WE DO NOW?

1/22  Pamphlet Presentations