

CJ 5335: Human Trafficking

Sul Ross State University – Spring 2023

Instructor	: Ismail D. Gunes, Ph.D.		
E-mail	: ismail.gunes@sulross.edu	Telephone	: (432) 837 8166
Campus Office	: MAB 109	Class Room & Hours	: Online
Contacting Me	: This is an online course, and the best way to reach me is via email. Do not hesitate to contact me for any reason. I will respond to email inquiries as soon as I can.		

Required Texts

1. Stickle, Wendy; Hickman, Shelby & White, Christine (2019). Human Trafficking: A Comprehensive Exploration of Modern Day Slavery. Sage Publishing. ISBN-13: 978-1506375038
<https://us.sagepub.com/en-us/nam/human-trafficking/book255333>
2. (RECOMMENDED) American Psychological Association (October 2019). Publication Manual of the American Psychological Association, Seventh Edition, <https://apastyle.apa.org/products/publication-manual-7th-edition-spiral>
3. Additional readings (e.g., articles, reports) will be posted on Blackboard.

Regarding scientific journal articles, [Byrian Wildenthal Memorial Library of SRSU](#) has an extensive database infrastructure. The Library exists to provide learning resources and services necessary to support your educational, research, and information needs. You can get detailed information, advising and other sorts of help in person, over the phone, or via email. Once you logged in to your [Sul Ross Account on Blackboard](#) you should be automatically connected to the library webpage as well. Thus, you can browse the [online databases of SRSU](#) and reach the articles on the additional reading list. The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Course Description

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.

Course Objectives

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.

Graduate Program Student Learning Outcomes (SLOs)

CJ-GRAD-SLO 1: The student will be able to analyze the function and decision making of the court systems of the United States, including the ability to assess the impact the impact of court rulings, in particular those of the Supreme Court.

CJ-GRAD-SLO 2: Student will be able to identify and apply criminological theories and competing theory arguments.

CJ-GRAD-SLO 3: Student will be able to develop a working knowledge of the process and application of the methods of scientific research, including the ability to critique a piece of research based on its methodology and develop the ability to apply research to Criminal Justice and Homeland Security policy.

Course Assessments

1 - Discussion Board Posts (100 points total): Participation in discussion is an important part of this course. The students in our graduate programs are expected to be well informed about core concepts and contemporary issues. The graduate students should be able to demonstrate evidence of reflective thought while discussing a topic and the ability to support a position based on evidence from the literature. In addition, the ability to engage in discussion with respectful consideration of others' opinions is expected.

There will be ten (10) discussion board topics in this course. Students must post one (1) comment and two (2) responses to each discussion board topic. The one (1) comment should be your response to the question posted in the discussion board. The other two (2) posts should be your thoughtful responses to other students' post.

In order to receive credit, you must post your comment to the posted discussion board question by Thursday midnight. In addition, you must post two (2) responses to other students' post by Sunday midnight. Your grade on the discussion board is based on participation. Each discussion board assignment is worth 10 points (5 points your own comment + 5 points your responses). Read the "Discussion Board Guidelines" on Blackboard prior to posting to the discussion board. In order to receive full credit for these posts, you must fulfill some basic requirements:

- Comments should be a minimum of 150 words and responses should be minimum of 100 words.
- All of your posts should be relevant to the topic being discussed, but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion.
- All of your posts should use correct grammar and punctuation.
- Misuse of the discussion boards will not be tolerated.

To be able to engage in an educated discussion, please read the assigned chapter and also listen to the assigned podcast before you post your comments and responses.

2 - Exams (100 points total): There will be 3 (three) major exams. You will take a major exam after the completion of each major parts. These exams will cover topics in the textbook as well as the assigned readings. Please see the course schedule for the dates.

3 - Final Exam (150 points): The Final Exam is comprehensive; thus, it will test students on all the topics covered during the course. The Final exam is worth 150 points. No make-up test will be given, unless an uncontrollable emergency or illness arises (written proof required).

5 - Final Paper (150 Points): You will write a 10+ page final paper on any of the subjects covered in this course. You will submit a written proposal by the end of the 4th week outlining your plan and intended subject. You will then continue writing your paper after my approval.

Your paper must have a “Title Page”, “Table of Contents”, “Abstract”, “Body of the Paper”, and “References”. Only count the “Body of the paper” towards your minimum page limit.

The paper should;

- a) be typed, double-spaced, 1-inch margins, 12-point Calibri font,
- b) include at least five scholarly citations other than the ones we covered in the class (no website articles, Wikipedia, news agencies, magazines, and etc.),
- c) be written according to APA formatting and citation style.

A plagiarism detection software ([SafeAssign](#)) is used in this course. SafeAssign will detect and report all instances of plagiarism including where the student copied and pasted directly from a source. Students will receive a grade of “0” in these instances, and possibly fail the course. Your final paper will be submitted through SafeAssign.

Technology Requirements

Blackboard is a course management tool that is an integral part of this course. You are required to check Blackboard on a regular basis to keep abreast of course developments.

Several Blackboard features are utilized throughout the course including email, course documents, the discussion board, grade center, external links, and SafeAssign.

This course requires a significant amount of online activity. In order for students to participate and progress in this course the followings are required.

Minimum Computer Skills Requirement

Using Blackboard does not require any special skills. Blackboard is, however, an Internet tool so you must possess basic computer skills, specifically

- using e-mail (sending, opening, replying, and saving attachments)
- web browsing (navigating, searching, and downloading)
- word processing (MS Word or compatible)

For more information and instructions about using Blackboard, see the [Blackboard tutorials](#).

Hardware & Software Requirements

You must have regular and reliable access to a computer with access to the Web. The computer must be robust enough to run one of the recent web browsers and download files in a reasonable amount of time. You will need to be able to reach the World Wide Web, either through a network at your place of business or through a connection from home, using an Internet Service Provider (ISP).

Participation Policy

This class is a fully online course; there are no class meetings. However, I want you to introduce yourself to all of us. This non-graded “Introduction” post is a chance for you to “meet” your classmates in the class and an opportunity to introduce yourself to your professor. You are also expected to log into the class at the earliest opportunity to check the class website every day for announcements. All assignments and examinations are to be completed online no later than the final due dates for each assignment. E-mail me if you have questions regarding the reading material, assignments, and exams.

Attendance Policy

Students are expected to respect their classmates' and instructors' privacy and the work or comments they produce. All assignments you submit or tests you take must be your own work unless you have been requested that you work in groups. You may not submit work that is plagiarized or violates copyright laws. It is also your responsibility to respect copyright protection of licensed computer software. When you are taking a distance education course from a remote site, please remember that you are “guests” on the remote site campus. The facilities, equipment, staff, and materials at that site are neither the property nor employees of SRSU. Please treat the site respectfully and be responsible in caring for the site that we have been allowed to use.

Absence policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F". In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an "F" in the course dropped. Inactivity may include the following:

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- Not logging on to the course,
- Not submitting assignments,
- Not participating in scheduled activities,
- Not communicating with the instructor by phone or email, and/or
- Not following the instructor's participation guidelines stated in the syllabus.

All students taking distance learning classes are responsible for checking their [Sul Ross email account](#) regularly for notices from the School and from their instructors. A student's Sul Ross email address is added to Blackboard when a student registers, so when instructors email students through Blackboard, the message is sent to the student's Sul Ross email account. Email accounts are automatically set up when a student registers. In order to use your SRSU email account, you will need to log in to the email system. The information you need in order to log in is a username and a password.

Late Assignment Submission Policy

Students are supposed to finish their coursework on time and assignments must be submitted before the deadlines. In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments and take their exams in a timely manner.

If an assignment/exam is missed or late the students are expected to show an appropriate cause for this issue. Late assignments will not be accepted unless there is an excuse that is recognized by the university. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments and exams.

Academic Integrity

Be sure that you understand the university's Academic Honesty Policy. It is important that you refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. SRSU students are responsible for reading, understanding, and abiding by the by the "[Sul Ross Student Handbook](#)".

SRSU and the instructor of this course both place a high priority on the academic integrity of their student scholars. As a result, all institutional guidelines and instructional policies concerning academic integrity will be strictly and uniformly enforced with all students regardless of context.

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to:

- turning in work as original that was used in whole or part for another course and/or professor;
- turning in another person's work as one's own;
- copying from professional works or internet sites without citation;

- collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

APA Style

This course will use the American Psychological Association (APA) Seventh Edition formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a number of resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation the course academic honesty standards. Beside numerous online sources you can also visit the following link for help with APA

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

Student Support Services

Sul Ross State University has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of academic support services, visit the Student Support Services at

<https://www.sulross.edu/section/311/student-support-services>. For more information, you are encouraged to contact SSS at (432) 837-9118 or visit Ferguson Hall Room 105.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the [SRSU website](#). Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. You can get The Distance Education Handbook at <https://tvpb.sulross.edu/start/index.html>.

Online Support Desk

The Support Desk is where you can direct your more technical questions. For example, if you are having issues submitting a document, getting videos to play, or you are dealing with a technical error in the course. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

- By calling 888 - 837 6055
- Via email blackboardsupport@sulross.edu

- Using resources from the Technology Support tab within Blackboard
- Clicking the Support Desk graphic on the course homepage

Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is PO Box C-122, Sul Ross State University, Alpine, TX, 79832.

Departmental Marketable Skills

The Texas Higher Education Coordinating Board (THECB) sets statewide goals through the 60x30TX initiative. The THECB plan includes four major goals: 60x30: Educated Population, Completion, Marketable skills, and Student debt. The [60x30TX](#) plan was designed to tie together all four student-centered goals. 60x30, which measures the educated population in Texas, is the overarching goal at the center of the plan and calls for 60 percent of 25- to 34-year-olds in Texas to hold a credential or degree by 2030. The 60x30 goal is supported by the other three goals (completion, marketable skills, student debt) that will get Texas to 60 percent by 2030.

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. Students who can effectively market their skills to potential employers can secure employment that pays competitively. Marketable skills include interpersonal, cognitive, and applied skill areas, are valued by employers, and are primary or complementary to a major. Marketable skills are acquired by students through education, including curricular, co-curricular, and extracurricular activities. Marketable skills are often called "employability skills" in other countries, or "transferable skills" here in the states. They include both technical and soft skills. The marketable skills of Homeland Security and Criminal Justice Undergraduate Programs are listed as follows:

1. Students Develop Verbal and Written Communication Skills.
2. Students Access Resources with Crime Data and Work with Numbers and Demonstrate Quantitative Skills.
3. Students Use Critical Thinking and Observation.
4. Students Use Teamwork and Work Collaboratively.
5. Students Develop Multicultural Understanding.
6. Students Analyze the Factors Contributing the Crime
7. Students Know Legal Codes & Procedures and Safety.

Classroom Climate of Respect

Students are expected to respect their classmates' and instructors' privacy and the work or comments they produce. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, age, socioeconomic class, sexuality, religion, ability/disability, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Other Course Expectations

- Remember that this is a graduate college course, therefore, graduate-level work will be expected which includes proper APA format, proper grammar, sentence structure, and organizational structure.
- Review the syllabus carefully so that you may be aware of any assignments and their due dates; contact me for any clarifications.
- Check BlackBoard regularly for any announcements for significant information.

Grading

During this course, students will be graded on discussion board posts, quizzes, final exam, and a final paper. The grading point system and grading scale for this course is listed below:

Grading Point System

10 Discussion Board Posts	100 points
3 Exams	100 points
1 Final Exam	150 points
1 Final Paper	150 points
Total Possible Points	500 points

Final Grading Scale

A 500 – 450

B 449 – 400

C 399 – 350

D 349 – 300

F 299 & below

LIST OF PODCASTS

Podcast 1	Understanding, Preventing, and Responding to Human Trafficking
Podcast 2	Strategic, Collaborative, and Resourced
Podcast 3	Practical Strategies to go Beyond Awareness
Podcast 4	Federal Strategic Action Plan on Services for Victims of Human Trafficking
Podcast 5	How Traffickers Prey on Our Childhood Experiences
Podcast 6	Ending the Game
Podcast 7	The Long Road to Restoration
Podcast 8	The Equality Model: A Paradigm Change to Reduce Sex Trafficking
Podcast 9	The Intersection of Business and Human Rights
Podcast 10	How to Think About Labor Trafficking in the Five P Model
Podcast 11	War, Conflict, and Human Trafficking
Podcast 12	Organ Harvesting and Trafficking of Chinese Minorities
Podcast 13	Another Form of Human Trafficking: Child and Forced Marriage
Podcast 14	Collaboration: There Will be Challenges

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Weekly Tentative Course Schedule

This course schedule is subject to change as needed to meet the needs of the course. Students will be notified of adjustments when they are made. ***[All times are in central time](#)***

Week	Dates	Topics	Assignments
1	January 18 – 22	Introduction of Syllabus and course requirements	Review course syllabus & Post your introduction.
2	January 23 – 29	Human Trafficking in Context	Textbook Ch. 1 & Podcast 1 Discussion Board 1
3	Jan. 30 – Feb. 5	Challenges, Resources, and Recommendations	Textbook Ch. 2 & Podcast 2 Discussion Board 2
4	February 6 – 12	Do Traditional Theories Help Us Understand Human Trafficking? Final Paper Proposal is due	Textbook Ch. 3 & Podcast 3 Discussion Board 3 Final Paper Proposal
5	February 13 – 19	The Victims of Human Trafficking	Textbook Ch. 4 & Podcast 4 Discussion Board 4
6	February 20 – 26	The Traffickers	Textbook Ch. 5 & Podcast 5 Exam 1
7	Feb. 27 – March 5	The Colliding Worlds of Prostitution and Human Trafficking	Textbook Ch. 6 & Podcast 6 Discussion Board 5
8	March 6 – 12	Moving Past the Prostitution Debate	Textbook Ch. 7 & Podcast 7 Discussion Board 6
	March 13 – 17	Spring Break, No classes, University Closed	
9	March 20 – 26	Sex Trafficking: Demand and Prevention	Textbook Ch. 8 & Podcast 8 Exam 2
10	March 27 – April 2	More than Unfair Labor Practices	Textbook Ch. 9 & Podcast 9 Discussion Board 7
11	April 3 – 9	Responses to Labor Trafficking	Textbook Ch. 10 & Podcast 10 Exam 3
12	April 10 – 16	Child Soldiers	Textbook Ch. 11 & Podcast 11 Discussion Board 8
13	April 17 – 23	Organ Trafficking	Textbook Ch. 12 & Podcast 12 Discussion Board 9
14	April 24 – 30	Forced and Child Marriage	Textbook Ch. 13 & Podcast 13 Discussion Board 10
15	May 1 – 7	Conclusion	Textbook Ch. 14 & Podcast 14
16	May 10 May 11 May 12, 15 – 17	Last class day before finals Dead Day Final Exams Final Paper is due on Monday, May 15.	

END OF COURSE EVALUATIONS: Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.

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List of Podcasts:

Podcast 1: