



AMBROSE

Human Trafficking: Global Perspectives
WM 645-2
Spring 2013

Course Description

Over the last number of years, significant public attention, Non-Governmental Organization (NGO) interventions, and academic research has been undertaken with regards to human-trafficking for the purpose of sexual exploitation which is defined as “recruiting, harbouring, transporting, providing, or obtaining a person for a commercial sex-act that is induced by *force, fraud, or coercion*.”¹ Young girls and women in particular, are being sexually exploited through human-trafficking at alarming rates all over the world, especially in Asia and Africa.²

This course will present a basic overview of human-trafficking for the purpose of sexual exploitation, in the context of Asia and Africa. Emphasis will be given to the following key areas:

- 1) Setting the framework: establishing the nature of the problem and the theoretical framework for human-trafficking
- 2) Listening to the voices of the women that are being exploited through human-trafficking
- 3) Identifying the root causes that leave women and young girls particularly vulnerable to this type of exploitation
- 4) Examining the strengths and weaknesses of current interventions, and identifying the stakeholders that are victimized, secondarily affected, and implicit in the perpetration of this issue
- 5) Envisioning what the role of the local church could be in terms of preventing and responding to the needs of those who are being exploited

This course will seek to address the lack of theological reflection has been applied to this disturbing social phenomenon, and will work to equip students with a theological framework through which to address the emphases outlined. Each day of the class, various Biblical texts from both the Old and New Testaments will be examined in order to discern theological principles that can be applied to both understanding and responding to this modern-day issue.

Class Schedule

Monday May 13th
Tuesday May 14th
Wednesday May 15th
Thursday May 16th
Wednesday May 17th

Classroom A2210

¹ POLARIS Project, *What is Human-Trafficking?* When the person induced to perform such an act is under 18 years of age, no force, fraud or coercion is necessary.

² U.S. Department of State, *2012 Trafficking In Persons Report*, (<http://www.state.gov/j/tip/rls/tiprpt/2012/index.htm>).

Instructor Information

Jennifer Singh
jsingh@samaritan.org

Textbooks

Readings will be assigned from various sources by the course instructor.

Attendance

Students are expected to attend each day of week module classes, **ON TIME**. Given that this is a module course, it is extremely important that you attend all of the classes. Grades will be deducted from daily assignments if attendance policy is breached.

Course Outline

Monday May 13th

- 1) Establishing the Scope and Nature of the Problem
- 2) Establishing the theoretical framework for human-trafficking
- 3) Identifying the root causes that leave women and young girls particularly vulnerable to this type of exploitation

Tuesday May 14th

- 1) Identifying our own vulnerabilities and where our narratives intersect the stories of those who are exploited
- 2) Debunking Myths and Unpacking the Word "Choice"
- 3) Listening to the voices of the women that are being exploited through human-trafficking

Wednesday May 15th

- 1) Examining the strengths and weaknesses of current interventions in Africa and Asia, and identifying the stakeholders that are victimized, secondarily affected, and implicit in the perpetration of this issue
- 2) Case Study Analysis

Thursday May 16th

- 1) Envisioning what the role of the local church could be in terms of preventing and responding to the needs of those who are being exploited
- 2) Becoming a reflective practitioner: working with local communities, churches, and victims through participatory means

Friday May 17th

- 1) Group Presentations
- 2) Summarizing Lessons Learned

Expected Learning Outcomes

- 1) Cultivating a clear understanding of human-trafficking as a global issue affecting women, children, and men
- 2) Identifying some of the root-causes that conflate to make already vulnerable populations highly susceptible to being exploited through human trafficking

- 3) Debunking myths and fallacies of human-trafficking
- 4) Becoming cognizant with some of the effective practices occurring at a grassroots level that are helping to bring hope, healing, and freedom from victims of human-trafficking
- 5) Students view of prostituted women in their community changed, praying for prostituted women in their community, mapping services in our community, what are the vulnerability factor for their community

Course Requirements

1. Class Readings

All assigned readings must be completed before each class in order to participate in the daily group discussion. At the beginning of each class, students will hand in a typed summary/response that need not exceed 500 words. These summaries will not be graded for style, but are solely intended to ensure that the readings have been completed.

DUE: in class Tuesday May 14 - Friday May 17, 2013

2. Group Presentation

Students will work in small groups that are assigned at the beginning of the week, to make a presentation to the entire class on the last day of the course. The presentation will simulate how a grassroots ministry working with prostituted women in various parts of the world, would make a compelling case to a local church in that context to become involved in this type of ministry, providing both a social and theological basis for their argument. A typed outline of the presentation must be submitted to the class and course instructor at the beginning of the presentation.

DUE: Beginning of class, Friday May 17, 2013

3. Research Paper

Students will write a 3000 word research paper on a country of their choice that tells “the story” of human trafficking in that context. The paper must include: a) an overview of the situation of human-trafficking in that country; b) root causes unique that to that context; c) a description of two interventions working to either prevent or respond to the plight of victims; d) Biblical and theological reference that help to provide spiritual insight into the situation.

DUE: (postmarked by) June 15, 2013

4. Personal Reflection

Students will provide a 1000 word paper on how their beliefs, values, and thoughts about human-trafficking have been affected through this course.

DUE: (postmarked by) June 1, 2013

Class Readings and Group Discussion 20%

Group Presentation — 25%

Research Paper 40%

Personal Reflection – 15%

Grading: The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

If you will be using percentages, please indicate a scale which indicates how percentages in your class will be translated to letter grades. These equivalencies are at the discretion of the instructor, but MUST be stated in the syllabus.

Because of the nature of the Alpha 4.00 system, there can be no uniform Ambrose-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Important Notes/Dates:

Include here such information as is relevant to the course but not listed above.

The last day to enter a week-long course without permission and /or voluntary withdrawal from a course without financial and academic penalty (**drop**): 4 PM of the first day of classes. These courses will not appear on the student's transcript. If you wish to drop a class, please drop by the Registrar's Office or send an email to registrar@ambrose.edu.

Students may change the designation of any class from credit to audit, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for related fees. If you wish to change to audit, please drop by the Registrar's Office or send an email to registrar@ambrose.edu.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**): 1 pm on the fourth (4th) day of your class. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Extensions to coursework in the semester are at the discretion of the instructor. Requests for course extensions beyond the semester must be submitted to the Registrar's Office one month before the final assignment is due. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are advised to retain this syllabus for their records.