



## Human Trafficking

### PSYC 470

Fall 2017

#### COURSE DESCRIPTION

PSYC 470 Human Trafficking: This course features diverse aspects of human trafficking, with a special emphasis on psychological risk factors, trauma, and treatment of victims. It introduces the phenomenon of modern slavery from a national and international perspective, discussing sex trafficking, prostitution, forced labor, child slavery, as well as the role of the Internet and ways of providing effective services to victims. The course pays attention to the psychosocial and spiritual characteristics of individuals involved: victims (especially women and girls), traffickers, recruiters, facilitators, and consumers. Prerequisites: PSYC 305; acceptance into the Psychology Major. Restrictions: Must be Undergraduate Level.

#### PROFESSOR/CLASS INFORMATION

### Laura Dryjanska

Title: Human Trafficking

Term: Fall 2017

Location: Myers Room 106

Office Phone: 562.903.4738

Office Hours: By appointment by email

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University Website: <http://www.biola.edu/>

Course Code/#: PSYC 470 02

Class Days/Time: MW, 8:00-9:15 am

Credit Hours/Units: 3

Office Location: Rose Hall, Room 157

Meetings with Professor: Make Appt by email

Admin Assistant: Mary Ann Brizuela, x4738 & Shannon Maxwell, x5756

Teaching Assistant: Stacey Poon,

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Dept. Website:

<http://www.biola.edu/psychology-department>

#### DISABILITY SERVICES

Disability Services exist to assist any student who thinks he or she may need such assistance. Students desiring accommodations for this class on the basis of physical learning, psychological and/or emotional disabilities are to contact The Learning Center that houses both learning assistance and disability services. The Learning Center is located in the Biola Library, Upper Level, Room U-137, and this department can be reached by calling 562.906.4542 or by dialing extension #4542 if calling from on campus.

## BIOLA UNIVERSITY MISSION STATEMENT

### TRUTH~TRANSFORMATION~TESTIMONY

The mission of Biola University is biblically-centered education, scholarship, and service; equipping men and women in mind and character to impact the world for the Lord Jesus Christ.

## COURSE ALIGNMENT WITH PROGRAM LEARNING OUTCOMES

PSYC 470 Human Trafficking: This course is an elective course offered to all Psychology majors designed to be taken after your first year in the psychology major. Successful completion of this course (see next section) will prepare students to demonstrate developing proficiency toward the accomplishment of PLO: (1) Factual knowledge of the fundamentals, theory and psychological profiles of roles related to human trafficking: victims, traffickers, recruiters, facilitators, and consumers, (2) Critical assessment of official documents on human trafficking and modern slavery produced by national and international organizations, and (3) Understanding of the Biblical framework for a Christian response to human trafficking.

## COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

By the completion of this course including class participation, class assignments (referred to as "Tasks"), class readings and group interaction, the following objectives and learning outcomes will be assessed and demonstrated:

**IDEA Objective #1: Gaining factual knowledge (terminology, classifications, psychological aspects). (Essential emphasis).**

**STUDENT LEARNING OUTCOMES** The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #1 by being able to:

- **Discuss** the key terms, history and magnitude of human trafficking and modern slavery (Fulfilled by classroom interaction and Tasks 1 and 4).
- **Recall and state** basic roles in human trafficking, as well as characteristics of victims and consumers (Fulfilled by Tasks 1, 2, and 4)
- **Identify** different forms of modern slavery, including supply and demand factors (Fulfilled by classroom interaction and Tasks 1, 3, and 4)

**IDEA Objective #2: Learning to discriminate between different sources of information about human trafficking, properly interpreting official reports, scientific literature, and other materials. (Essential Emphasis).**

**STUDENT LEARNING OUTCOMES** The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #2 by being able to:

- **Compare and contrast** different approaches to issues related to human trafficking, such as prostitution or child labor, recognizing the ideological implications of diverse positions represented (Fulfilled by classroom interaction and Tasks 1, 3, and 4)
- **Name** main national and international organizations that elaborate reports on human trafficking, **find** relevant information in lengthy documents, and **understand** policy implications suggested by the authors (Fulfilled by classroom interaction and Tasks 3 and 4)
- **Analyze and critically evaluate** diverse aspects (sample characteristics, ethical issues, practical implications, etc.) of psychological research on human trafficking (Fulfilled by classroom interaction and Tasks 1 and 4)

**IDEA Objective #3: Learning to *apply* course material (to improve thinking, problem solving, and decisions). (Important emphasis).**

**STUDENT LEARNING OUTCOMES** The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #3 by being able to:

- **Critically assess** the needs of a victim of human trafficking, with a special emphasis on psychological and spiritual realms (Fulfilled by classroom interaction and Tasks 1 and 2)
- **Develop skills in expressing oneself orally and in writing** by presenting in front of the class and writing a movie/video clip review paper (Fulfilled by Tasks 2 and 3)
- **Identify** practical implications of scientific findings related to a holistic Christian response to human trafficking (Fulfilled by classroom interaction and Tasks 1, 2, 3 and 4)

## REQUIRED TEXTS & STUDY RESOURCES

Required Textbooks, Web sites, other media and technology sources (Each of the following texts and/or study resources are required and will be used in this course):

- Book #1 (Michael J. Palmiotto, *Combating Human Trafficking: A Multidisciplinary Approach*, 1<sup>st</sup> edition, CRC Press, ISBN: 9781482240399, 2015), URL: <https://www.crcpress.com/Combating-Human-Trafficking-A-Multidisciplinary-Approach/Palmiotto/p/book/9781482240399>
- Task Force on Trafficking of Women and Girls. (2014). *Report of the Task Force on Trafficking of Women and Girls*. Washington, DC: American Psychological Association. URL: <http://www.apa.org/pi/women/programs/trafficking/report.pdf>
- International Labor Office. (2004). *Child Labor: A Textbook for University Students*. Geneva, Switzerland: International Labor Organization. URL: <http://www.ilo.org/ipeinfo/product/viewProduct.do?productId=174>
- Bales, K., & Soodalter, R. (2009). A future without slavery. In K. Bales and R. Soodalter, *The slave next door* (pp. 251-268). Berkeley, CA: University of California Press. Available on Canvas.
- Bales, K., & Soodalter, R. (2009). Slaves in the neighborhood. In K. Bales and R. Soodalter, *The slave next door* (pp. 162-194). Berkeley, CA: University of California Press. Available on Canvas.
- Bales, K., & Soodalter, R. (2009). Supply and demand. In K. Bales and R. Soodalter, *The slave next door* (pp. 78-116). Berkeley, CA: University of California Press. Available on Canvas.

Additional study resources:

- Trafficking in Persons Report 2016, URL: <http://www.ivpress.com/cgi-ivpress/book.pl/code=3988#ixzz4EYVp3qiq>

- Global Report on Trafficking in Persons, February 2009, URL: <http://www.unodc.org/unodc/en/human-trafficking/global-report-on-trafficking-in-persons.html>
- Women & Therapy – 2017 special issue: *Human Trafficking of Women and Girls: Characteristics, Commonalities, and Complexities*. URL: <http://www.tandfonline.com/toc/wwat20/40/1-2>
- Journal of Human Trafficking, URL: <http://www.tandfonline.com/toc/uhmt20/current>

## LEARNING TASKS (Assignments) & ASSESSMENT (Grading)

Description and Weighting of Assignments: The following tasks are not necessarily in sequential order.

### Task 1: Textbook Homework Question

**Due Date:** See Course Schedule

**Weighting:** 10%

**Possible Points:** 1 point each

**Description:** It will be required to answer questions from ten textbook chapters. The questions will be posted in “Files” on Canvas, and students will submit their answers online via Canvas. These assignments are due at the **beginning of class** on the due date listed in the syllabus, so if uploading an assignment after the beginning of class, means that it is one day late and the student will lose 10% of the possible points.

**Assessment:** Score will be calculated based on the clarity of writing and the thoroughness of answers. The total score for Task 2 will be the sum of all points for the textbook homework questions.

### Task 2: Movie/video clip review

**Due Date:** October 9, 2017

**Weighting:** 20%

**Possible Points:** 20 points.

**Description:** You will be asked to review a movie/video clip dedicated to a victim of human trafficking and/or modern slavery. You will choose the movie/video by yourself, searching for it at the library or online. The review should include all the identification details of the movie/video clip, such as the link, supporting organization, cultural context, director (if applicable), and genre (documentary, fiction, etc.). You should critically assess the person presented in the movie, paying attention to psychological and spiritual aspects. You will also be asked to identify at least four strong and weak points of how the victim is portrayed, and to propose four concrete actions to help him or her (addressing their physical, psychological, spiritual or social needs). Feel free to include images from the movie/video clip to illustrate or justify the points that you advance.

**Assessment:** You will receive from 0 to 4 points on each of the following criteria: (1) inclusion of all identification details; (2) discussion of psychological aspects (if absent, propose how they could be included); (3) discussion of spiritual aspects (if absent, propose how they could be included); (4) identification of strong and weak points; and (5) appropriateness of the concrete actions proposed to address the victim’s needs

### Task 3: Presentation: Mapping Efforts to Combat Human Trafficking

**Due Date:** November 8, 2017

**Weighting:** 20%

**Possible Points:** 20 points

**Description:** You will be asked to choose an anti-trafficking organization and to present it in front of the class in 10-15 minutes. Make sure to talk about when and why it was started, what is the mission and vision of the organization, as well as the area(s) where it operates. Discuss if and how this organization takes into account physical, psychological, spiritual, social, and cultural needs of individuals. Share with the audience what is one thing that you value the most about the organization and why. Be creative! You can use pictures, video clips and/or art; record a short interview with someone in that organization; dress up; use an artifact; involve the audience, etc.

**Assessment:** You will receive from 0 to 5 points on each of the following criteria: (1) discussion of all elements included in the description above; (2) justification of your choice of what you value the most about the organization; (3) clarity and time management of the presentation; (4) creativity and ability to speak in public, maintaining the interest of the audience.

#### **Task 4: Final exam**

**Due Date:** December 13, 2017

**Weighting:** 50%

**Possible Points:** 50 points

**Description:** A strict no make-up policy is enforced for the final exam, except in documented cases of emergency (e.g., note from a doctor) and for school-sanctioned activities. If a student knows ahead of time that they will not be able to be there for the assigned test date (e.g., athletics or some other school-sanctioned requirement), they must let the professor know in writing at least 2 weeks in advance and schedule to take the test before the scheduled time.

**Assessment:** Total Exam Score

### **CLASS INFORMATION**

#### **1. Class Attendance and Attendance Policy:**

Since exams will include questions from discussions, demonstrations, and videos that are presented in class, it is highly recommended to attend all class sessions. Moreover, a portion of class time will be used to discuss the integration of psychology and our faith, which is a key aspect of this class and this university. This will be helpful for the preparation of the tasks. Arriving late or leaving early is not advisable.

#### **2. Assignments:**

- All assignments should be original to this class (not used for another class assignment)
- Assignments are due at the beginning of the class period. Late assignments will receive a penalty of 5% per day
- Allowance of make-up work is not foreseen
- Assignments are to be submitted in class as a hard-copy (tasks 1 and 2) and before the class in electronic format (tasks 1, 2 and 3)

#### **3. Technology Use and Classroom Etiquette**

- Students should refrain from behaviors that negatively affect the teaching environment or its facilities. This includes any potentially distracting action that could inhibit the primary purposes of the classroom— namely, learning and personal transformation. Students should conduct themselves as professionals who give, and are worthy of, a high level of respect. Material presented in the classroom represents the intellectual property of the professor and of others who may have contributed to the professor’s perspectives. Class meetings may not be recorded by audio and/or video without the express consent of the professor.
- The use of items like laptops, pagers, cell/mobile phones, mp3 players, and all other electronic or digital devices are matters that are strictly governed in academic environments such as this. Neither the professor nor one’s classmates should expect to endure buzzing, vibrating, ringing, singing, or other intended/not intended but nevertheless distracting noises from your device(s). With the exception of laptops (which are to be used solely and strictly for educational purposes directly related to what is happening moment by moment in this class) and other similar note-taking devices, students are expected to take the initiative and choose either not to bring such devices or to fully power down each of these items prior to the beginning of class and to keep them off until class is dismissed. Students who fail or forget to turn off communication devices and who receive such communications should expect to be reproved by the professor during class. Incidents like these are frowned upon and cannot be tolerated for the integrity of the learning atmosphere.
- In addition, it is expected that students not participate in distracting activities such as e-mailing, web-surfing, instant messaging, and computer gaming during class. The professor is alert to such disturbances and if/when such activities are discovered, the student should expect to be confronted and asked to leave for the remainder of the immediate class session (morning/afternoon, or until a break, etc.), and then counted absent for that time period while not in class. Appropriate deductions will be taken for any missed class participation or required course work due during that period of time. Simply put, under no circumstances will the professor excuse a student’s inappropriate behavior, academic apathy, or general indifference to subject matter that this institution considers necessary for effective vocational preparation— nor will the professor allow other students interested in being equipped to endure a disinterested, distracting university student.

#### **4. Report Delay:**

In virtually every case that students do not meet the course requirements and when required course tasks are not submitted to the professor, such students should anticipate receiving a failing grade. In rare and unusual situations (e.g., serious illness of the student or illness or death in a student’s immediate family), the student may formally request a report delay (RD) through the Vice Provost’s Office. Details can be found in the student handbook.

<http://studentlife.biola.edu/handbook/policies-procedure/absences/>

#### **5. Academic Honesty:**

Biola University is committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. Please see the undergraduate/graduate student handbook and/or the departmental/program/school policy on academic honesty. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking

pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) or the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.

In the psychology department, plagiarism typically carries such consequences as an "F" grade on the assignment that was plagiarized and/or dismissal from the course. Each case is reviewed individually and decisions are made in conjunction with the department chair.

<http://studentlife.biola.edu/handbook/policies-procedure/academic-integrity/>  
<http://plagiarism.org/plagiarism-101/overview/>

## **6. Non-Discrimination Policy:**

As Christian scholars we are keenly aware of the power of language, and believe in treating others with dignity. As such, it is important that our language be equitable and prejudice free. Good writing and speech do not make unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status parentage, political or religious beliefs, race, sex, or sexual orientation. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the Biola community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of invitation.

## **7. Additional University and/or Department Policies:**

All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

## **8. Computation of Final Grade:**

The final grade for the course will consist of the following items:

Textbook Homework	10%	0-10 points
Movie/video review	20%	0-20 points
Presentation	20%	0-20 points
Final Exam	50%	0-50 points
Total	100%	0-100 points

## **9. Grading Scale for the Course:**

A	93 – 100% or 93-100 points
A-	90 – 92.99% or 90-92.9 points
B+	87 – 89.99% or 87-89.9 points
B	83 – 86.99% or 83-86.9 points
B-	80 – 82.99% or 80-82.9 points
C+	77 – 79.99% or 77-79.9 points
C	73 – 76.99% or 73-76.9 points

- C- 70 – 72.99% or 70-72.9 points
- D+ 67 – 69.99% or 67-69.9 points
- D 63 – 66.99% or 63-66.9 points
- D- 60 – 62.99% or 60-62.9 points minimum to pass class
- F 0 – 59.99% or 0-59.9 points

**COURSE CALENDAR**

While the course calendar is intended to provide you with an overview of the semester’s schedule, the professor reserves the right to make adjustments to the schedule to responsively meet the needs of this class.

DATE	TOPIC	ASSIGNMENTS DUE
8/28	Introduction Human trafficking and modern slavery (Introduction)	-
8/30	Human Trafficking and the History of Slavery in America (Ch.1)	Review question for Introduction Due
<b>9/4</b>	<b>No Class - Labor Day Holiday</b>	-
9/6	Trafficking of Women and Girls – Risk Factors ( <i>Report of the APA Task Force on Trafficking of Women and Girls</i> , pp. 22-33)	Review question for Ch.1 Due
9/11	Psychology of Human Trafficking (Ch.4)	-
9/13	Describing Human Trafficking and its Consequences ( <i>Report of the APA Task Force on Trafficking of Women and Girls</i> , pp. 34-45)	Review question for Ch.4 Due
9/18	Sex Trafficking in Sexually Oriented Businesses (Ch.9)	-
9/20	Sex Trafficking and Prostitution from Christian Perspective	Review question for Ch.9 Due
9/25	Responding to Trafficking as Psychologists ( <i>Report of the APA Task Force on Trafficking of Women and Girls</i> , pp. 46-61)	-
9/27	Child Trafficking (Ch.6)	-
10/2	Child Labor ( <i>Child Labor: A Textbook for University Students</i> , pp. 14-39)	Review question for Ch.6 Due
10/4	The Worst Forms of Child Labor ( <i>Child Labor: A Textbook for University Students</i> , pp. 42-69)	
<b>10/9</b>	Supply and Demand ( <i>The Slave Next Door</i> , pp. 78-116)	<b>Movie/Video Review Due</b>
10/11	<b>No Class – Fall 2017 Torrey Memorial Bible Conference</b>	
<b>10/16</b>	Forced Labor in the United States (Ch.11)	
10/18	Anti-slavery Day celebration	Review question for Ch.11 Due
10/23	Human Trafficking and the Internet (Ch.5)	-
10/25	Reports on Human Trafficking	Review question for Ch.5 Due



10/30	Recent research on human trafficking ( <i>Women &amp; Therapy</i> – 2017 special issue, <i>Journal of Human Trafficking</i> )	-
11/1	Not in Our City (Ch.14)	-
11/6	Slaves in the Neighborhood ( <i>The Slave Next Door</i> , pp. 162-194)	Review question for Ch.14 Due
<b>11/8</b>	Borderland (Ch. 2)	<b>Presentation Due</b>
11/13	Presentations, mapping efforts to combat human trafficking	Review question for Ch.2 Due
11/15	Presentations, mapping efforts to combat human trafficking	-
11/20	Presentations, mapping efforts to combat human trafficking	-
11/22	Presentations, mapping efforts to combat human trafficking	-
11/27	A Biblical framework for a Christian response to Human Trafficking	-
11/29	Providing effective services to victims of Human Trafficking (Ch.15)	-
12/4	Recommendations ( <i>Report of the APA Task Force on Trafficking of Women and Girls</i> , pp. 62-68)	Review question for Ch.15 Due
12/6	Review for Exam, Human Trafficking: an Overview	-
<b>12/1</b>	<b>Final Exam</b>	-