



SWK-S 600 Paths to Self-Sufficiency for Victims of Human Trafficking (3 cr.)

Course Information

Semester Year: Spring 2017
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXXX
Office Hours: XXXXXXXXXXX

Co-Facilitator: Beth Waterman, former Sari Bari employee and MA student at Lesley University

Course Description

This course will discuss the global problem of sex trafficking of women /children and will examine strategies to assist victims both locally and globally. Locally, Indiana received a poor rating for assistance for human trafficking victims, as compared to other states (The Polaris Project, 2014). Sari Bari (Saribari.com) is an Indiana-based non-profit organization providing services to women in Kolkata, India to help them exit the sex trade and build economic self-sufficiency. India has a flourishing sex trafficking trade and thousands of women are in brothels against their will. Kolkata, India is a prime destination for sex traffickers who subject women and children to forced prostitution (US Dept. of State Trafficking in Persons Report, 2016).

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Secondary

- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Course Objectives

- S693-01** Develop and be able to articulate a deeper understanding of the cultural and economic forces underlying human trafficking and specifically the sex trafficking of women and children.
- S693-02** Critically examine strategies for empowerment of women who have been trafficked.
- S693-03** Increase cultural competence to serve and practice in a global community.
- S693-04** Analyze an empowerment organization in India using a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.
- S693-05** Understand local and international programs and policy initiatives to address human trafficking.

Required Texts

Kristof, N., & WuDunn, S., (2010 reprint). Half the sky: Turning oppression into opportunity for women worldwide. New York: Vintage.



Kara, S., (2017). *Sex Trafficking: Inside the Business of Modern Slavery*. New York: Columbia University Press.

Stephen, B., (2016). *India – Culture Smart! The essential guide to customs and culture*. London: Kuperard.

Recommended:

McCormick, P. (2006). *Sold*. New York: Hyperion.

Fodor’s Essential India: with Delhi, etc.... (2015). Random House.

Articles and Reports (Required reading):

Polaris.com: Sex trafficking in the U.S.: A closer look at U.S. citizen victims. polarisproject.org/sex-trafficking

United Nations Office on Drugs and Crime: Global Report on Trafficking in Persons. (2009).
unodc.org/documents/Global_Report_on_TIP.pdf

U.S. Department of State (2016). Trafficking in persons report. state.gov/documents/organization/258876.pdf (India is on pages 199-201)

Course Content

Human trafficking is modern-day slavery and involves the use of force, fraud, or coercion to obtain some type of labor or commercial sex act. Every year, millions of men, women, and children are trafficked in countries around the world, including the United States. It is estimated that human trafficking generates many billions of dollars of profit per year, second only to drug trafficking as the most profitable form of transnational crime (Department of Homeland Security, 2016). According to the United Nations Office on Drugs and Crime, the most common form of human trafficking is sexual exploitation (79% of trafficking), mostly involving woman and girls.

Students in this course will gain first-hand knowledge of strategies to combat the sex-trafficking of women and children both in Indiana and in Kolkata through a variety of methods: reading books, interacting with local speakers in Indiana and India, understanding the mission and strategies of Sari Bari as well as other NGOs in India, meeting former victims of trafficking who are now working at Sari Bari in India, and assisting Sari Bari with projects that further their mission to empower women who have been trafficked. Students will also have the opportunity to observe, discuss and evaluate strategies for empowerment of victims of sex trafficking.

The major evaluation of students’ progress in accomplishing the learning objectives of this course is a summative reflection on course learning as well as a SWOT analysis of one of the agencies that we visited. This will be a presentation that will be given after we return from India.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: Course overview and book discussion

Dates:



Assignments

Readings

1. For this session, please have read the Sex Trafficking book by Kara. Bring the books with you to class.

Individual Assignment

2. Due: Reflection paper #1

Time	Agenda
10:00 – 10:45	Introduction activity - getting to know each other
10:45 – 11:30	<ul style="list-style-type: none"> • Discussion of syllabus and course • Overview of the trip and Sari Bari – Beth Waterman, course co-facilitator and Sari Bari employee • Sari Bari: History and mission of the organization and how it is funded. • What to expect when you are in India • Packing and appropriate dress
11:30-12:15	<ul style="list-style-type: none"> • lunch
12:30 – 1:30	<ul style="list-style-type: none"> • Haresh Dalvi, discussion of the politics of prostitution in India
1:30-3:30	<p>Discussion on Sex Trafficking Book:</p> <p>Discussion of the experience of reading Sex Trafficking: small group</p> <ul style="list-style-type: none"> • What made you angry? • What made you sad? • What encouraged you? <p>What made you passionate?</p> <p>Watch videos:</p> <p>You Tube video Caged until broken</p> <p>Stolen Innocence: Documentary Trailer: Vimeo video (4:00)</p> <p>CNN trafficking raid in India: CNN video (4:07)</p>
3:30-4:00	Wrap up

Module 2: Discussion of the forces that underpin the sex trafficking industry

Dates:

Assignments:

1. Readings: same texts



Time	Agenda
10:00 – 12:00	Discussion of Half the Sky book Watch PBS documentary movie – Half the Sky and discussion
12:00 – 12:30	Lunch break
12:30 – 3:00	Speaker on sex trafficking in Indiana (Tracy McDaniel with Resolved) and local organizations that are helping victims or aiding in prevention CNN video on human trafficking: You Tube video Half the Sky videos
3:00 – 4:00	Discussion

Module 3: Empowerment

Dates:

Assignments

Visit website of these projects:

- Sari Bari: saribari.com
- International Justice Mission: ijm.org
- Loyal: theloyalworkshop.com
- Rahab’s Rope: rahabsrope.com
- 8th Day Cafe: 8thdaycafe.com/mission

Time	Agenda
9:00 – 10:30	Discussion of empowerment as a concept and practice. Understanding the role of NGOs and other organizations in international empowerment (speaker Carmen Luca Sugawara)
10:30 – 12:00	Understanding the culture and language of Kolkata
12:00 – 1:00	Lunch – on your own
1:00 – 2:30	India cultural practices Quiz on Indian Culture (from text)
2:30 – 4:00	Discussion of what to pack, safety, and cultural practices essential to travel in Kolkata. What to expect when we arrive and issues to be aware of. Review dress code and conduct expectations.

Daily Schedule

Schedule while in India (Subject to change depending on agency needs)

Day 1

Morning:

- Hotel breakfast



- India orientation (Beth to review Vulnerable Person Protection Policy/Dress Code/Maps/Travel/Etc)
- City Walking Tour with Kolkata Walks calcuttawalks.com

Lunch:

- Lunch out

Afternoon:

- Sari Bari: Box Lane & tea w/ladies
- meet with Sari Bari Staff (Kyle Scott-Sari Bari Executive Director to speak) saribari.com

Evening:

- team debrief
- early evening in due to jet lag
- supper at hotel

Day 2

Morning:

- Breakfast check in at hotel
- Visit the Mother Teresa House (the Mother House is where the sisters of charity live and where Mother Theresa is buried)
- Lunch on Sudder street

Afternoon:

- Tour of 8th Day Cafe & meeting w/founders about their social business model and the challenges of working with women leaving the sex trade 8thdaycafe.com/

Evening:

- Team debrief
- Supper @ Peter Cat

Day 3

Morning:

- B-fast check in @ hotel
- meet with International Justice Mission director Biju Mathew to learn about the process of working with local law enforcement to do raids on brothels and undercover rescues for underaged girls sold into prostitution
- ijm.org/where-we-work/india
- lunch @ South Indiana restaurant

Afternoon:

- volunteer at Kalighat Sari Bari unit

Evening

- supper with SB senior staff @ BBQ



- optional Bollywood film/team debrief

Day 4

Morning:

- Breakfast check in at hotel
- Visit

Afternoon:

-

Evening:

-

Day 5

Morning:

- Breakfast check in at hotel
- Visit

Afternoon:

-

Evening:

Day 6

Morning:

- Breakfast check in at hotel
- Visit

Afternoon:

-

Evening:

Day 7

Morning:

- Breakfast check in at hotel
- Visit

Afternoon:

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Evening:

Day 8

Morning:



- Breakfast check in at hotel
- Visit

Afternoon:

-

Evening:

Day 9

Morning:

- Breakfast check in at hotel
- Visit

Afternoon:

-

Evening:

Day 10

Morning:

- Breakfast check in at hotel
- Visit

Afternoon:

-

Evening:

Day 11

Morning:

- Breakfast check in at hotel
- Visit

Afternoon:

-

Evening:

Day 12

Morning:

- Breakfast check in at hotel
- Visit

Afternoon:

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Evening:

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. Reflection Paper on Sex Trafficking Book
 - a. DUE:date
 - b. Final Grade Percentage:20
2. Discussion questions on Half the Sky
 - a. DUE:date
 - b. Final Grade Percentage:20
3. Indian cultural quiz
 - a. DUE:date
 - b. Final Grade Percentage:20
4. Daily journal reflections
 - a. DUE:date
 - b. Final Grade Percentage:30
5. Final summary presentation
 - a. DUE:date
 - b. Final Grade Percentage:20

Assignment Details

1. Reflection Paper #1 on Sex trafficking: Inside the Business of Modern Slavery Worth 20 points. Suggested length is 6-8 pages.

Questions to answer in the paper:

1. What were your impressions about sex trafficking before you read the book?
2. Discuss what you learned about trafficking in India – what sustains it and contributes to it? Is India unique in comparison to other countries?
3. Discuss three things that stood out to you in the book and why they made an impression on you.

2. Reflection paper #2 on Half the Sky – due before leaving for the trip. 20 points (7-10 content pages)

Questions to answer in the paper:



1. What was your overall impression of the book and the perspective that the authors took on the issues they discussed? What surprised you, inspired you, or enraged you?
 2. There are many different topics in this book regarding the difficulties faced by women and some preliminary solutions. Talk about one issue that particularly captured your attention and why it resonates with you. Search the web to see if there are other projects happening about your issue in the world and talk about those. What is your critique of the solutions proposed?
 3. Empowerment strategies. List the different empowerment strategies detailed in the book (i.e., education, business, rescuing women from dire circumstances) and evaluate each one in terms of pros and cons.
3. Quiz on Indian culture book – Multiple choice quiz over the book. (20 Points). This quiz will be over India culture, religions, language and customs discussed in the book and will be given on the Canvas Quiz tool.
 4. Journal reflections during trip – One for each day in country. Reflect briefly on each of the following. Please feel free to add anything to your personal reflection that you would like to process. These should be at least 2 pages for each day. Can be handwritten or submitted via email (I would GREATLY prefer typed reflection). Worth 3 points per journal entry for each of ten days (30 total points). Please note that we will have a one hour process group each evening to discuss the events of the days and the emotions that you experienced.
 1. What feelings were evoked for you today?
 2. What surprised or challenged you?
 3. What questions does this experience generate for you?
 4. What is the learning that you will take from this?
 5. Final Presentation: Worth 20 points.
 1. What is the biggest impact of the India experiences on you personally? How did this experience challenge or stretch you as a person?
 2. Discussed some of your impressions of the empowerment work that you saw going on. Choose one of the programs that we visited and perform a SWOT analysis on it (Strengths, Weaknesses, Opportunities, Threats).
 3. How will this experience impact your professional career?

The presentation will be due for our last session in January. Presentations should be 10-12 minutes in length

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their



academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F. (

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality



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