

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from Class Search/Course Catalog.

College/School College of Nursing and Health Innovation Department/School _____
 Prefix: HC Number: 394 Title: Fundamentals of Human Trafficking Units: 3
R

Course description: **This course will introduce the complex problem of human trafficking including types of human trafficking, terminology, victim identification, policy implications, and the role of health providers and governmental and community agencies.**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? Yes

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials
KK (Required)

Requested designation: Social-Behavioral Sciences–SB **Mandatory Review:** Yes

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Samantha Calvin E-mail Samantha.Calvin@asu.edu Phone 602-496-1245

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Katherine Kenny, Associate Dean Date: October 2, 2018

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus Textbook table of contents The Slave Across the Street text		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> Sociology Psychology Anthropology Economics History </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Sociology Psychology Anthropology Economics History	Syllabus Textbook Table of Contents
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Sociology Psychology Anthropology Economics History				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus Textbook Table of Contents		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus Textbook Tabel of Contents		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
HCR	394	Fundamentals of Human Trafficking	SB

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1 Course is designed to enhance basic understanding and knowledge of human interaction	This course provides several angles of human interaction. It looks at the interactions between victim/survivor and buyer, victim/survivor and trafficker, victim/survivor and the media, and victim/survivor and their other intimate relationships such as those between friends and family. This course also provides interaction examples between buyer/trafficker. Futhermore, this course provides interaction examples between a health care worker and a victim/survivor.	<p>In the syllabus - on page 2 Learning Outcomes: #6. Examine the role of health professionals in identifying and reporting human trafficking, #8. Analyze and understand both the demand and supply side of human trafficking, #9. appraise the impact the media has on human trafficking.</p> <p>In the syllabus - on page 3 General Topic Schedule: Week 2 - What makes someone vulnerable to trafficking?, Week 3: Grassroots Organizations in Human Trafficking, Week 10: The Supply & Demand Side of Human Trafficking - Exploring Buyers and Traffickers, Week 13: Human Trafficking & Health Care - Identifying and Treating Victims in the Clinic</p> <p>In the syllabus - on page 3 General Topic Schedule: Touring several community sites during the semester</p> <p>Assignments page 6 & 7 - group project, choice paper 1</p> <p>See attached textbook table of contents list for readings students will complete over human interaction such as: 5.8 Understanding Victims of Human Trafficking, 5.9 Understanding Traffickers, Facilitators, and Johns, Chapter 5 (Survivor-Centered Approaches, Telling Their Story, Traffickers, Johns), Chapter 6 (Compassion Fatigue)</p> <p>In one of their course texts for the semester, The Slave Across the Street (see syllabus page 2), students will read a true story about Theresa Flores who was trafficked at 16. The story details her interactions with her classmates, traffickers, friends, coaches, family members, and community members. In class every week we will spend time specific, dedicated class time</p>

		to discussing these interactions.
<p>2 Course content emphasizes the study of social behavior, sociology, psychology, economics, history, culture</p>	<p>Much of the course content is situated around social behavioral concepts such as sociology, psychology, anthropology, economics, and history. The class focuses on understanding humans and their behavior in relation to vulnerabilities, buying and selling sex, recovery, treatment, and more. Individual, organizational, micro, macro, mezzo concepts all covered.</p>	<p>In the syllabus - on page 2 Learning Outcomes: #2 Examine human trafficking from an economic, historical, legal, and political perspective. #7. Compare individual state's policies and laws on human trafficking.</p> <p>In the syllabus - on page 3 General Topic Schedule: Week 1 - Human trafficking an overview and historical perspective, Week 3 - Contemporary Culture & Human Trafficking, Week 4 - Human trafficking on a global scale, Week 7 - Policing, politics, economics, and the law</p> <p>Assignments - page 6 & 7 - choice paper, critical thinking assignment, modern culture critique, group project</p> <p>See attached textbook table of contents list for readings students will complete over these topics such as: Human Trafficking Through a Human Rights Framework (pg 11), Defining Social Justice (pg 12), Chapter 2 Understanding the Context of History, Critical Theories (pg 74), Intersectionality of Human Trafficking and Other Crimes (pg 101), Intersection of Race, Class, and Gender (pg 103), Chapter 4 The Economics of Human Trafficking, International, Federal, Immigration, State-Level Policies (pg 249-254).</p>

<p>3a Course emphasizes the distinct knowledge base of the social and behavioral sciences</p>	<p>Sociology studies the development, structure, function of our human society. This course takes a close look at development in terms of vulnerabilities (what makes someone vulnerable?), development of male/female roles in society and how that shapes sexual preference and ultimately the act of buying sex, gang networks and how that influences human development and behavior, and the structure of many complicated factors that lead to trafficking. Human trafficking really is an issue that covers all disciplines but focuses heavily on the social behavior.</p> <p>Behavior science seeks to understand human action and looks at behavior as it relates to society. This course will look at human action in terms of the buyer, the trafficker, and also human action/response to trafficking to become involved in the anti-trafficking platform. Human trafficking is a behavior that relates to the larger society, but this course will also examine behaviors that might influence, lead to, or intersect with human trafficking such as pornography and domestic violence.</p>	<p>In the syllabus on page 2 - Learning Objectives - examine human trafficking from an economic, historical, legal, and political perspective, explain the scope and magnitude of human trafficking both domestically and internationally, compare individual state's policies and laws on human trafficking, analyze and understand both the demand and supply side of human trafficking</p> <p>Assignments - page 6 choice paper, critical thinking assignment, modern culture critique</p> <p>Readings on page 2 and 3 such as: understanding human trafficking perspectives from social science, and policies against human trafficking the role of religion</p> <p>Textbook table of contents readings such as: victim vulnerabilities consider gender, age, history of abuse, and homelessness (page 158), primary source application exploring risks (page 106), service needs of victims/long term needs, john/buyer development (pages 156-184)</p>
<p>4 Use of social and behavioral science perspectives and data</p>	<p>Media psychology is one application of behavioral science and that is addressed in this course. In addition, the course looks at perspectives from economics, political science, communication, and law.</p>	<p>In the syllabus - page 2 learning outcomes: examine human trafficking from an economic, historical, legal, and political perspective, demonstrate critical thinking skills through developing an innovative solution that addresses the needs of a community organization, evaluate the current state of the research on human trafficking</p> <p>Assignments page 6: choice paper 1, attendance and discussion, current events presentation (an element must include data), group project (they have to analyze social behavioral components, and look at data)</p> <p>Readings on page 2 such as: further considerations for research, measuring human rights, gender violence, and sex trafficking</p> <p>See attached textbook table of contents for readings students will do over social and behavioral science perspectives and data such as: Human Rights Framework, Social Justice, Economic Impact of Human Trafficking, Understanding Human Trafficking Industries by</p>

		Rate, Trafficker Conviction and Accountability Records, Historical Slavery and Human Trafficking, Historical Data, Critical Race Theory, Intersectionality, Magnitude and Economics of Forced Labor, Intersection of Race, Class, Gender, LGBTQ issues in trafficking, Critical Consciousness, and much more.
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HCR 394: Fundamentals of Human Trafficking

Faculty Information

Name: Samantha L. Calvin, PhD(c), MHI, MBA
Office: Health North, 203BA
Phone: 602-496-1245 (work), 320-894-9029 (cell)
Email address: Samantha.Calvin@asu.edu
Office hours: Arranged via email

Course Information

Course Number

HCR 394

Course Title

Fundamentals of Human Trafficking

Credit Hours

3 Credit Hours

Course Modality

Face-to-Face Course

Course Meeting Information

Tuesdays

UCENT: L1-63

Prerequisites

- None

Catalog Description

This course will introduce the complex problem of human trafficking including types of human trafficking, terminology, victim identification, policy implications, and the role of health providers and governmental and community agencies.

Course Overview

Introduction to Human Trafficking is an upper division course designed to educate students about contemporary human trafficking and as it relates to health care. Terminology, different types of human trafficking; the scope of the problem in the United States and globally; recruitment methods; and physical, emotional, and psychological trauma experienced by victims will be discussed. How the roles of government, the media, faith-based organizations, organized crime and culture influence this complex human rights issue will be explored.

Learning Outcomes – criteria 1, 2, 3, 4

At the completion of this course, students will be able to:

1. Explain the scope and magnitude of human trafficking, both domestically and internationally.
2. Examine human trafficking from an economic, historical, legal, and political perspective.
3. Apply the key terminology associated with human trafficking.
4. Categorize the various forms of human trafficking that exist today.
5. Recognize the complex health needs of the victim post-trafficking.
6. Examine the role of health professionals in identifying and reporting human trafficking.
7. Compare individual state's policies and laws on human trafficking
8. Analyze and understand both the demand and supply side of human trafficking.
9. Appraise the impact the media has on human trafficking.
10. Evaluate the current state of the research on human trafficking.
11. Demonstrate critical thinking skills through developing an innovative solution that addresses the needs of a community organization.
12. Demonstrate the ability to work with others in a team setting to develop a comprehensive solution design that addresses the need of a community organization.

Course Materials

Required Materials

Texts:

- Flores, L. T. (2010). *The Slave across the Street*. – criteria 1
- Busch-Armendariz, B. N., Nsonwu, B. M., & Heffron, C. L. (2018). *Human Trafficking: Applying Research, Theory, and Case Studies*. – attached table of contents, all criteria

Articles:

- A full list of articles for this course can be found on Blackboard.

Some of the articles we will read include:

Barnett, M. A., Tetreault, P. A., Esper, J. A., Bristow, A. R. (1986). Similarity and empathy: The experience of rape. *The Journal of Social Psychology*, 126, 47-49. Google Scholar, Crossref, Medline, ISI

Burt, M. R. (1980). Cultural myths and supports for rape. *Journal of Personality and Social Psychology*, 38, 217-230. Google Scholar, Crossref, Medline, ISI

Chibba, M. (2014). Understanding human trafficking: perspectives from social science, security matters, business and human rights, *Contemporary Social Science*, 9:3, 311-321, DOI: 10.1080/21582041.2012.727301

Helpingstine, C. E., B.S., Boyd, B., M.S., & Barton, A. D., B.S. (2018). FURTHER CONSIDERATIONS FOR RESEARCH ON HUMAN TRAFFICKING. *American Journal of Public Health*, 108(2) doi:<http://dx.doi.org/10.2105/AJPH.2017.304234>

Potrafke, N. (2016). Policies against human trafficking: the role of religion and political institutions. *Economics of Governance*, 17(2), 353-386.

Tasha A. Menaker and Courtney A. Franklin, Prostitution Myth Endorsement, *Psychology of Women Quarterly*, (036168431875479), (2018).

Theidon, K. (2018). The Seductions of Quantification: Measuring Human Rights, Gender Violence, and Sex Trafficking by Sally Engle Merry (review). *Anthropological Quarterly* 91(1), 427-431. George Washington University Institute for Ethnographic Research. Retrieved September 26, 2018, from Project MUSE database.

Optional Materials

- You will need to select one book OR one documentary of your own choosing for your assignments in this course. Please see the supplemental book list and film list. If you would like to select a film and/or book *not* on these lists, please consult your instructor for approval.

General Topic Schedule *highlighted pieces specifically indicated in criteria checklist*

Green = The Slave Across the Street

Purple = Textbook & other articles

Orange = Tour/Speaker

Red = Assignment

DATE	Topic	Guest Speaker, Tour, and/or Activities	Assignment & Reading (before class)
Week 1: August 21st	Introduction to the course, each other Human trafficking: an overview and historical perspective		None
Week 2: August 28th	Project Pitches from Community Partners What makes someone vulnerable to trafficking? LGBTQ intersectionality in human trafficking	McCain Institute One-n-Ten Project Starfish	Chapter 1: Section 5 – Section 5.7.4 Chapter 1: Section 5.10- Section 5.10.1 Chapter 3 – Section 5 Chapters 1-3

Week 3: September 4th	Contemporary Culture & Human Trafficking: A Social Lens	Current events group 1 & 2	Chapter 1: Section 5.8-5.8.5 Chapter 5: Section 5 Chapters 4-6
Week 4: September 11th	Grassroots Organizations in Human Trafficking Human trafficking on a global scale	Kimberly Hogan & Toshia Hogan CleanUP HT and Soap	Additional websites/readings on Blackboard Chapters 7-9
Week 5: September 18th	Community Tour: The Dream Center	Meet at the Dream Center at 4:45pm Dream Center Tour 5pm-6pm	Chapters 10-12 Choice paper due by Sunday, September 23rd 11:59pm
Week 6: September 25th	Community non-profits: the prevention side of human trafficking Intersectionality of pornography and human trafficking	Discussion on Porn 4:30-5:00 Red Light Rebellion 5:00pm-6:30pm Debrief on Porn 6:30-7:00	Chapter 6 – Section 5.12-5.15 Chapter 1 – Section 5.9 Additional readings on Blackboard Chapters 13-15
Week 7: October 2nd	Policing, politics, economics, and the law	Current events group 3 & 4 Sarah Way - Human Trafficking Advocate City of Phoenix	Additional readings & links on Blackboard Chapters 16-18
Week 8: October 9th	FALL BREAK	FALL BREAK	FALL BREAK
Week 9: October 16th	Community Tour: Starfish Place	Arrive at Starfish Place by 5:15pm Tour and Service at Starfish Place 5:30pm-7pm	Chapters 19-21 Modern critique paper due by Sunday, October 21st 11:59pm

Week 10: October 23rd	The supply & demand side of human trafficking – exploring buyers and traffickers	Current events group 5 & 6 Guest Speaker: Stacey Sutherland with TRUST AZ 5:00pm-6:30pm	Chapter 7 – Section 5 & 6 Additional links/readings on Blackboard Chapters 22-24
Week 11: October 30th	Community Tour; Sojourner Center Intersectionality of domestic violence and human trafficking	Sojourner Center Tour // the Domestic Violence Connection	Additional links/readings on Blackboard Chapters 25-27
Week 12: November 6th	Labor & Organ Trafficking	Bandock Presenting Labor Trafficking 4:30-5:30pm Current events group 7	Additional links/readings on Blackboard Chapters 28-30
Week 13: November 13th	Human trafficking & health care – identifying and treating victims in the clinic	Mayo Clinic Presentation	Additional links/readings on Blackboard Chapters 31-34 Chapters 37-40 and pgs 173-180
Week 14: November 20th	Research, Data Exploration, and Theory on Human Trafficking		Additional links/readings on Blackboard
Week 15: November 27 th	Models and ideas to stop human trafficking: criminalization, legalization, decriminalization, john school, and more		Additional links/readings on Blackboard
Week 16: Final TBD	Putting it all together – community solution presentations		

Course Grading

Methods of Instruction

This course uses Blackboard™ for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at <http://my.asu.edu> or <http://myasucourses.asu.edu>.

Activities in this course include discussion/presentations; textbook and supplemental readings; individual and group activities; and case scenarios.

Methods of Evaluation

Assessment Type	Number in Course	Total Course Value
Book, film, or event review	1	50 points
Choice Paper	1	50 points
Critique of human trafficking in modern culture	1	50 points
Current Events Presentation (Mini-Groups)	1	50 points
Participation & Attendance		50 points total, will be divided among days attended
Journals	5	25 points
Community Solution Group Project	1	150 points
		425 points total

Description of Assessments – see specific criteria mention

- **Brief Choice Papers (Choose 1):**
- **All papers must be 3-5 pages, double spaced, in length. In addition, all papers must include a minimum of 3 valid sources (peer reviewed journal articles, or governmental websites allowed – if you're questioning a source, ask)**
 - **Paper 1:** You will research and analyze a form of trafficking and a country it exists in. Choose one specific form of human trafficking in a particular country or region and describe it in detail – e.g., who the victims are, how they are recruited and controlled, who the perpetrators are, and what is being done to combat the problem.
 - **Paper 2:** You will research and analyze one states (in the U.S.) policies, politics, laws, and perceptions on human trafficking. Your paper should answer questions

such as but not limited to: What state are you researching? What are the federal-level laws that impact this state (and all others)? What are the state-level laws around prostitution, human trafficking, the buyer, and the trafficker? What, if any, resources does the state provide on human trafficking? Is there a human trafficking council in that state? Task force? VICE unit? What are the perceptions of human trafficking like in that state?

- **Paper 3:** You will analyze one of the six decision cases in the textbook. You will provide a brief (1-2 paragraph) summary of the decision case. Then, analyze the case. What is the “decision” that needs to be made? What factors do you need to consider? Provide the pros/cons of making one decision over the other. Then – what would you do? Why? How? Remember to bring in outside/class sources to support your answer.
- **Paper 4:** You will analyze the demand side of the equation. Address the what, how, why of demand – and then offer one solution. Part 1, questions such as: Why does demand exist? Where does the demand come from? Where do perpetrators purchase sex? Why do they purchase sex? How do they purchase sex? Facilitators and barriers to doing so? Then Part 2, offer a solution. What is currently being done to address demand (give an overview or a few specific examples)? What is one way *you* would address demand?

These papers will be graded on:

- Addressing prompts.
 - Quality of analysis.
 - Creativity, some incorporation of your viewpoint.
 - Inclusion of sources and in-text citations to support ideas.
 - Writing/grammar.
 - Length of paper.
- **Critical Thinking: Book, Documentary, or Event (choose 1):**
 - **Note: all reviews must be 3 pages in length, double spaced. It is not absolutely necessary to have outside sources, but it may be necessary. Any facts, stats, figures should be supported with sources.**
 - Students will choose from one of the following -
 - Students will write a review of a book dealing with the topic of human trafficking. Students can select an appropriate book from the designated list OR select their own with instructor approval. Up to one page can be dedicated to a summary of the book. The other pages must contain connections to class, resources, analysis, critique, or other form of critical thinking.
 - Students will watch one documentary on human trafficking (not a contemporary film!). Students can select a documentary from the designated list OR select their own and obtain instructor approval. Up to one page can be dedicated to a summary of the documentary. The other pages must contain connections to class, resources, analysis, critique, or other form of critical thinking.

- Students will be given a list of events throughout the semester that they can choose from to attend. These events can include human trafficking seminars, discussions, trainings, information sessions, and more. The events will be on various dates and times. If a student finds their own event they would like to attend they can get instructor approval. Up to one page can include a summary of the event. The remaining pages should include connections to class, resources, analysis, critique, or other form of critical thinking.
- **Modern Culture Critique**
 - Students will write a 2-3-page double spaced paper on a critique of a modern-day portrayal of human trafficking in popular culture. An excel document will be posted on Blackboard of options. You will answer questions such as: what is portrayed, how, why, by who? What is accurate or inaccurate? What does it make the audience believe, see, or hear? Connections to class and other resources required.
- **Current Events Presentation**
 - Students will present in mini-groups (on a date selected) a 10-minute presentation (you can use prezzi, PPT, props). This presentation should be a *current* (within the month) human trafficking-related article (can be over anything: organ, sex, labor...supply, demand...). You should spend 10 minutes giving an overview of the article – and please make it creative – use videos, pictures, images, props, etc. Then, lead the class in a 5 minute discussion. Make sure to **come prepared with questions** if the class is not asking any (although they should). Send the article to the instructor when you have selected it!

Graded on: creativity, presentation, time, discussion, article is current. See Blackboard for more details.

- **Attendance & Discussion**
 - Students are expected to attend class and come prepared having read all assigned readings prior to class. Students should attend class on-time *and* be engaged in discussion with instructor, guest speakers (when appropriate), and peers. I will take the amount of class sessions we have and divide by 50 points. Each class period will be worth a certain number of points. Each student will have 2 free passes for emergencies or sickness. Therefore, no need to email the instructor with no-shows. Use your passes wisely!
- **Group Project**
 - At the beginning of the semester, groups will be assigned and each group will receive a non-profit in the community to work with throughout the semester. The non-profit will be one that works with human trafficking. Each non-profit will present the student with a current issue or problem they are facing that is manageable in a semester time-frame. The student group will work with the non-profit to come up with an innovative, realistic solution to the problem. The group will develop a final presentation and proposal that will be presented to the class on the final day. All non-profit community members will be invited to attend these presentations. Students will be scored by the community members and

instructor on content, presentation, and innovation elements. Rubric and further information will be provided on Blackboard.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 48 hours of the due date via the My Grades tab in Blackboard.

Grading

Grade	Percentage
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
E	Below 60%

Course Policies & Procedures

Technology Enhanced Course

This is a face-to-face course that requires attendance in face-to-face meetings and utilization of online resources. This course will use the flipped course model. You are expected to come to class having read all material and thought through it. Please bring three questions or topics for discussion with you to each class. These will not be graded but rather used in facilitating discussion.

Communicating With the Instructor

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within 48 hours on weekdays. Weekends the instructor will check email once. Please be mindful of deadlines, the instructor goes to bed early and will not be up at 11pm for last minute questions.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff (<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Campus Network or Blackboard™ Outage

When access to Blackboard™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

To monitor the status of campus networks and services, please visit the System Health Portal (<http://syshealth.asu.edu/>).

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend 3 hours each week in class and around 6 hours each week completing homework and preparing for the class time.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University-sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

You can submit assignments UP TO THREE DAYS LATE except for the group project. There are no make-ups for participation. Assignments are docked

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard™. Do not submit an assignment via other methods unless specifically directed.

Drop and Add Dates/Withdrawals

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>)
- Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>)

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU

Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu>

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

Email: DRC@asu.edu

DRC Phone: (480) 965-1234

DRC FAX: (480) 965-0441

Technical Requirements & Support

Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<http://get.adobe.com/reader/>)
- Adobe Flash Player (<http://get.adobe.com/flashplayer/>)
- Microphone (optional) and speaker

Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Use the Blackboard™ Learning Management System (see <https://myasu.force.com/akb?id=kA3d00000004jh4> for assistance)
- Using ASU email
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs

Technical Support

This course uses Blackboard™ to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard™ home page at <http://myasucourse.asu.edu/>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> or via Twitter by following @ASUOutages.

To contact the help desk you have two options:

- Website: assessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: assessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

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