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| HNRS 4100 - Human TraffickingSummer 2025 (5W1) |

Instructor

Dr. Julie Leventhal, CFLE

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**Office Phone:** (940) 565-2255

**Office Hours:** By appointment.

**Class Meeting Time:** *Monday – Friday*: lectures + site visits.

**Class Meeting Place:** Online (Weeks 1 & 5); locations abroad (Weeks 2-4).

You are required to fulfill all in-class meetings – this includes classroom time, site visits, and guest lectures. Please consult the syllabus schedule and any additional schedules/calendars provided from CEPA for specific information on each of the meeting times and locations.

**\*Required\* Readings:**

All required readings will be provided on Canvas and correspond with the specific dates on the syllabus schedule.

**Course Description**

Human trafficking is an upper level undergraduate study abroad course designed to help students gain insight into the global phenomenon of human trafficking rooted within historical, economic, social, legal, and political contexts. In this course, students will learn more about the complexity of human trafficking by exploring the scope of the problem, types of trauma victims may experience, methods of recruitment and control used by traffickers, the roles of multiple social players (government, media, NGOs, organized crime), and strategies utilized to prevent and reduce trafficking across the world.

**Course Objectives**

After completion of this course, students will be able to:

1. Define human trafficking and describe the major forms of human trafficking in the world today.
2. Identify key terminology and the laws/policies used to describe human trafficking.
3. Discuss the physical, psychological, and social impacts that trafficking has on victims.
4. Understand trafficking from the victim perspective and define the components of comprehensive survivor recovery and reintegration.
5. Identify and assess the multiple roles that various discipline/professionals/entities play in anti-human trafficking efforts (government, media, law enforcement, society, NGOs).
6. Identify and assess critical challenges, such as economic boycotts and legalizing prostitution, in eradicating human trafficking within a global context.

**\*\*\* Course Content Advisory \*\*\***

Students are advised that the content of this course will include many challenging topics, such as violence, sexual assault, and degrading methods that traffickers use to control victims. These topics may be discussed in class, may come up in required course readings, may be displayed through related videos/pictures/links integrated into course content, and be discussed during externship placements. At any point in time during the course of the class, students can reach out to the instructor, the UNT Dean of Students office (https://deanof students.unt.edu/), or the UNT Counseling and Testing Services ([https://studentaffairs.unt.edu/ counseling-and-testing-services](https://studentaffairs.unt.edu/%20counseling-and-testing-services)) for access to resources to help process this challenging content.

**Course Requirements**

1. Preparation and presence in class is required. This means a presence in both online work pre/post-departure and in-class/externship work while abroad.
2. Students are expected to keep up with the readings and participate in class. In addition to the readings listed in the syllabus, there will be supplemental readings assigned that will be posted on Canvas at <https://unt.instructure.com>. If you do not regularly check Canvas, you will miss important information such as handouts and announcements.
3. **Discussions and Debriefs (D&D):** Students will be expected to reflect on a variety of prompts both in-class and online each week, before departure and while abroad. Topics will include types and risks of trafficking, legislation, vulnerabilities, and challenges. D&Ds will be worth **30%** of your final grade.
4. **Excursions/Activities Abroad:** The emphasis of this course will be placed on participating in site visits, guest lectures, and cultural activities while abroad. As a result, students will be expected to be actively engaged in both classroom time and excursions outside of that environment. These activities will be worth **40%** of your final grade.
5. **Country Report:** Each student will select a specific country and a prominent type of trafficking evidenced within that country to present in a brief but descriptive report. Within this report, you will describe the complexity of this type of trafficking within that country, specifically including information on causes, victims, perpetrators, additional problems (if they exist), migration patterns (source, transit, destination routes), the role of the government, the role of NGOs and non-profits, the role of law/policy, what efforts have been and are currently in process for eradicating the issue, and connections with our host country (i.e., transit flows, regional impact). The country report should be a minimum of 2 pages (double-spaced) and can include a minimal number of small visuals or brief accounts of actual cases from those involved to provide a greater connection to the content. The Country Report will be worth **15%** of your final grade.
6. **Call to Action Paper:** Each student will identify, explain, and justify what they consider to be the three most important initiatives that governments, NGOs, the private sector, or individuals can take to mitigate or resolve some aspect of human trafficking. Recommendations must be detailed, realistic, and consistent with the current social and political climate within which we exist. The call to action paper should be a minimum of 2 full pages (double-spaced) and is worth **15%** of your final grade.

Success in this course on all the aforementioned requirements is your choice! If you choose to be successful, I will be happy to help you. If you do not choose to be successful, I will honor your choice. Every student has the potential to succeed in this class.

**Course Evaluation**

Final grades will be based on the following:

Discussions & Debriefs 30%

## Excursions/Activities (abroad) 40%

## Country Report 15%

Call to Action Paper 15%

Total 100%

**Lateness & Late Policy for Work**

I do not accept late work – deadlines are deadlines for a reason. You may notify me of a reason why work was not completed by the deadline but it is up to my discretion as to whether or not it will be accepted. If there is a medical emergency or other emergency that falls within the UNT guidelines as justifiable for missing work/class, then we will discuss makeup work and grades.

**THIS LATE POLICY ALSO APPLIES TO CLASS AND SITE VISITS!**While the culture of the countries abroad may be more relaxed regarding timeliness, I expect every student to arrive to class and site placements by the time listed on the schedule. Those times are not recommendations; they are requirements. That means leave wherever you are with enough time to ensure that you arrive by the starting time. *After the second or third instance of being late to class/site placement, this issue will be escalated as a violation of the code of conduct.* Do. Not. Be. Late.

**Acceptable Student Behavior and Conduct While Abroad**

All travel related to this course and the college is a direct reflection of the university. Students are expected to conduct themselves in a professional and mature manner while attending classes at UNT and also while abroad. That means that the [UNT Code of Conduct](https://policy.unt.edu/sites/default/files/07.012_CodeOfStudConduct.Final8_.19.format_0_0.pdf) still applies even when you are in Spain (or anywhere else abroad during the course of this class). As a result, students are expected to conduct themselves as mature and responsible adults while enrolled in this course. This includes displaying respect for peers and faculty, accepting personal responsibility for coming to class, maintaining class notes, and completing given assignments. Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. If you engage in behavior that goes against this policy, I have a duty to report it to the university and I will.

If something happens to you (someone else violates the policy), I maintain the same duty to report in order to make sure that you have access to the services and rights afforded to you by the university. Once reported to the Dean of Students, they will consider whether the conduct violated the Code of Student Conduct and/or resources to support you when needed. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct is available through the link above or at [http://deanofstudents.unt.edu.](http://deanofstudents.unt.edu/)

**Academic Integrity**

It is expected that students will conform to the University of North Texas Code of Student Conduct and Discipline as outlined in the undergraduate catalog and online through the Center for Student Rights and Responsibilities. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam and possible grade consequences for the class; a second offense may result in an automatic “F” for the course. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: A) use of any unauthorized assistance in taking quizzes, tests, or examinations; B) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; C) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; D) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or E) any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

**ADA Statement**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding

your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Access website at [http://disability.unt.edu.](http://disability.unt.edu/) You may also contact them by phone at (940) 565‐4323.

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| HNRS 4100 – Human Trafficking (Topics and dates are subject to change) | | | |
| **Date** | **Topic** | **Reading** | **Assignment Due** |
| **Pre-Departure Meeting** | **Introduction to the Course**  Course Syllabus  Weekly Schedule  Administrative/Housekeeping  Getting to Know You | Syllabus  Study Abroad Travel Guide  Start to check out some of the Week 1 readings. | **Student Bio**  **UNT Study Abroad Forms**  (All of these should already be submitted but just in case…!) |
| **Week 1**  05/19 – 05/24  **CANVAS** | **Understanding Trafficking**    Types and Terminology  Myths vs. Facts of Trafficking  The Four P’s  Victims & Traffickers  Additional Forms of Trafficking  Risk Factors  Recruitment and Grooming  The Process of Trafficking  Outcomes of Trafficking | Skim the TIP Report (2024)  Skim the “Executive Summary” for each GRETA report  Stöckl et al. (2020)  Schwarz et al. (2019)  Winters et al. (2022)  Hammond & McGlone (2014)  Surtees (2008) | **D&D 1**  **Country Report** |

**SPECIAL NOTE**

This is the general calendar regarding topics, readings, and assignments due for each week. It is *YOUR* responsibility to also view the DETAILED SCHEDULE provided by CEPA; while we will more than likely be travelling together to each activity, it is still your responsibility to know when and where everything is while abroad.

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| HNRS 4100 – Human Trafficking (Topics and dates are subject to change) | | | |
| **Date** | **Topic** | **Reading** | **Assignment Due** |
| **Week 2**  05/25 – 05/31  **SLOVAKIA**  **&**  **HUNGARY** | **Being in Europe!**  Processing a New Environment  Vicarious/Secondary Trauma  **Understanding Trafficking 2.0**  Challenges with HT Research  Becoming Aware of HT  *Site Visits/Activities:* Check the CEPA App schedule for details. | Cohen & Collens (2013)  Richmond (2022)  Tyldum (2010)  Szablewska & Kubacki (2018) | **Arrive in Vienna on/by May 26th!**  **D&D 2**  **D&D 3** |
| **Week 3**  06/01 – 06/07  **HUNGARY**  **&**  **SERBIA** | **Education/Prevention Services**  NGOs and Nonprofits  Community Programs  Revisiting Public Awareness  Media and Advocacy Efforts  *Site Visits/Activities:* Check the CEPA App schedule for details. | Greenbaum et al. (2018)  Loomba (2017)  Krsmanovic (2016)  O’Brien (2016) | **D&D 4**  **D&D 5** |
| **Week 4**  06/08 – 06/14  **SERBIA**  **&**  **BOSNIA** | **Intervention Services**    Identifying Victims  Working with Survivors  Social Services & Service Providers  Reunification and Reintegration  *Site Visits/Activities:* Check the CEPA App schedule for details. | Schwarz & Britton (2015)  Barner et al. (2018)  Hopper (2017)  Pick **ONE** of the following: Ramaj (2023), Surtees (2017),  Brunovskis & Surtees (2012) | **D&D 6**  **D&D 7**  **Depart Sarajevo on June 14th!** |
| **Week 5**  06/15 – 06/20  **CANVAS** | **Macro-Level Influences** **& Moving Forward**  Law Enforcement & Prosecution  Legalization Frameworks  Partnerships and Collaboration  Moving Towards Eradication | Lagon (2015)  Noyori-Corbett & Moxley (2017)  Grubb et al. (2016)  Steiner et al. (2018) | **D&D 8**  **Call to Action** |

**Supplemental Course Reading List (all posted on Canvas)**

Barner, J. R., Okech, D., & Camp, M. A. (2018). “One size does not fit all:” A proposed ecological model for human trafficking intervention. *Journal of Evidence-Informed Social Work, 15*(2), 137-150. https://doi.org/10.1080/23761407.2017.1420514

Brunovskis, A., & Surtees, R. (2012). Coming home: Challenges in family reintegration for trafficked women. *Qualitative Social Work, 12*(4), 454-472. 10.1177/1473325011435257

Cohen, K., & Collins, P. (2013). The impact of trauma work on trauma workers: A metasynthesis on vicarious trauma and vicarious posttraumatic growth. *Psychological Trauma: Theory, Research, Practice, and Policy, 5*(6), 570-580. http://dx.doi.org/10.1037/a0030388

Greenbaum, V. J., Titchen, K., Walker-Descartes, I., Feifer, A., Rood, C. J., & Fong, H. (2018). Multi-level prevention of human trafficking: The role of health care professionals. *Preventative Medicine, 114,* 164-167. 10.1016/j.ypmed.2018.07.006

Group of Experts on Action against Trafficking in Human Beings (GRETA). (2022-2025). Various evaluation reports for [Slovakia](https://rm.coe.int/greta-evaluation-report-on-the-implementation-of-the-council-of-europe/1680b4fa70), [Hungary](https://rm.coe.int/greta-2024-02-fgr-hun-en/1680aea2b9), [Serbia](https://rm.coe.int/greta-evaluation-report-on-serbia-3rd-evaluation-round-greta-2023-09-a/1680ab9bc6), and [Bosnia](https://rm.coe.int/greta-evaluation-report-bosnia-and-herzegovina-3rd-evaluation-round/1680a70b3b).

Grubb, J. A., Muftić, L. R., & Deljkić, I. (2016). An exploratory analysis of prosecutorial attitudes of sex trafficking in Bosnia and Herzegovina. *Trends in Organized Crime, 19*, 175-194. 10.1007/s12117-016-9267-2

Hammond, G. C., & McGlone, M. (2014). Entry, progression, exit, and service provision for survivors of sex trafficking: Implications for effective interventions. *Global Social Welfare, 1*, 157-168. 10.1007/s40609-014-0010-0

Hopper, E. K. (2017). Trauma-informed psychological assessment of human trafficking survivors. *Women & Therapy, 40*(1-2), 12-30. 10.1080/02703149.2016.1205905

Krsmanovic, E. (2016). Captured ‘realities’ of human trafficking: Analysis of photographs illustrating stories on trafficking into the sex industry in Serbian media. *Anti-Trafficking Review*, *7*, 139—160.

Lagon, M. P. (2015). Traits of transformative anti-trafficking partnerships. *Journal of Human Trafficking, 1*, 21-38. 10.1080/23322705.2015.1008883

Loomba, A. P. S. (2017). Reconstructing lives: Transformative services for human trafficking survivors. *Journal of Services Marketing, 31*(4/5), 373-384. 10.1108/JSM-06-2016-0228

Noyori-Corbett, C., & Moxley, D. P. (2017). A transnational feminist policy analysis of the Trafficking Victims Protection Act. *International Journal of Social Welfare, 26,* 107-115. 10.1111/ijsw.12217

O’Brien, E. (2016). Human trafficking heroes and villains: Representing the problem in anti-trafficking awareness campaigns. *Social & Legal Studies, 25*(2), 205-224. 10.1177/096 4663915593410

Ramaj, K. (2023). The aftermath of human trafficking: Exploring the Albanian victims’ return, rehabilitation, and reintegration challenges. *Journal of Human Trafficking, 9*(3), 408-429. 10.1080/23322705.2021.1920823

Richmond, J. C. (2022). *Reading between the lines of the world’s top human-trafficking report.* Retrieved from <https://www.atlanticcouncil.org/blogs/new-atlanticist/reading-between-the-lines-of-the-worlds-top-human-trafficking-report/>

Schwarz, C. & Britton, H. E. (2015). Queering the support for trafficked persons: LGBTQ communities and human trafficking in the heartland. *Social Inclusion, 3*(1), 63-75. 10.17645/si.v3i1.172

Schwarz, C., Alvord, D., Daley, D., Ramaswamy, M., Rauscher, E., & Britton, H. (2019). The trafficking continuum: Service providers’ perspectives on vulnerability, exploitation, and trafficking. *Journal of Women and Social Work, 34*(1), 116-132. 10.1177/088610991880 3648

Steiner, J. J., Kynn, J., Stylianou, A. M., & Postmus, J. L. (2018). Providing services to trafficking survivors: Understanding practices across the globe. *Journal of Evidence-Informed Social Work, 15*(2), 151-169. https://doi.org/10.1080/23761407.2017.1423527

Stöckl, H., Fabbri, C., Cook, H., Galez-Davis, C., Grant, N., Lo, Y., Kiss, L., & Zimmerman, C. (2020). Human trafficking and violence: Findings from the largest global dataset of trafficking survivors. *Journal of Migration and Health, 4*, 1-6. 10.1016/j.jmh.2021.100073

Surtees, R. (2017). What’s home? (Re)integrating children born of trafficking. *Women & Therapy, 40*(1-2), 73-100. 10.1080/02703149.2016.1206783

Surtees, R. (2008). Traffickers and trafficking in southern and eastern Europe: Considering the other side of human trafficking. *European Journal of Criminology, 5*(1), 39-68. 10.1177/14 77370807084224

Szablewska, N., & Kubacki, K. (2018). Anti-human trafficking campaigns: A systematic literature review. *Social Marketing Quarterly, 24*(2), 104-122. 10.1177/1524500418771611

Tyldum, G. (2010). Limitations in research on human trafficking. *International Migration, 48*(5), 1-12.

United States Department of State. (2024). *Trafficking in persons report*. Retrieved from <https://www.state.gov/reports/2024-trafficking-in-persons-report/>

Winters, G. M., Schaaf, S., Rasmus, F. G., Allan, C., Lin, A., & Jeglic, E. L. (2022). The sexual grooming model of child sex trafficking. *Victims & Offenders, 17*(1), 60-77. https://doi.org/10.1080/ 15564886.2021.1926031