

RAISING AWARENESS OF HUMAN TRAFFICKING: COLLEGE LEVEL EDUCATIONAL MODULES

INTRODUCTION

Catholic social teachings have served as a voice for human consciousness especially in times when humanity was faced with evils ranging from abortion to genocide and from Nazism to Communism. It is especially important that the youth, the leaders of tomorrow, are exposed to these teachings as they pertain to today's world. Unlike in past generations the challenges facing humanity and our youth today are associated with globalization and its ill effects. One of these evils is human trafficking.

The Catechism of the Catholic Church, in paragraph 2414, states that the seventh commandment forbids acts or enterprises that for any reason lead to the enslavement of human beings, to their being bought, sold and exchanged like merchandise, in disregard for their personal dignity. It is a sin against the dignity of persons and their fundamental rights to reduce them by violence to their productive value or to a source of profit.

In the Message of the Holy Father for the 92nd World Day of Migrants, Pope Benedict XVI identified human trafficking as one of the defining aspects of our time. In that message he stated; "In this context it is necessary to mention trafficking in human beings - especially women - which flourishes where opportunities to improve their standard of living or even to survive are limited. It becomes easy for the trafficker to offer his own 'services' to the victims, who often do not even vaguely suspect what awaits them." This statement identifies how a marriage between the want of some fellow human beings for basic necessities and the willingness of others to exploit desperation has led to an industry of trading in human beings.

The United States Conference of Catholic Bishops, in a pastoral statement in 2007, described human trafficking as "a horrific crime against the basic dignity and rights of the human person. All efforts must be expended to end it...to ensure that, one day soon, trafficking in human persons vanishes from the face of the earth." In an effort to make this statement a reality the Bishops of Florida, in a statement in January 2011, called "on Catholics to become educated about the scourge of trafficking in society." Emphasizing "our vulnerable brothers and sisters, trapped by poverty or circumstances, are waiting for us to help free them from bondage so they may be made whole and restored to health."

It is important that schools affiliated with the Catholic Church contribute to humanity's and the Catholic Church's struggle to shape future leaders who have the requisite understanding of this phenomenon and how to deal with it. This module is prepared in order to allow schools to develop courses that are designed to achieve exactly this by furnishing students with knowledge, skills and attitude that will allow them to assume positions of advocacy and leadership in the combat against trafficking.

COURSE DESCRIPTION

The course focuses on international and domestic human trafficking. Trafficking victims include men, women, and children who are subjected to force, fraud, or coercion, for the purpose of sexual exploitation or forced labor. The course will examine the phenomenon of human trafficking through a study of intellectual works and publications, domestic and international policies and laws, major ethical and religious debates, implementation systems, and human rights activities. The course will also enable students to understand what they can do to make a difference and will also equip them with the skills and attitudes necessary to do so.

OBJECTIVES OF THE COURSE

The general objective of the course is to provide the student with a comprehensive understanding of global and domestic human trafficking. The course examines causes and effects of human trafficking, which groups are most vulnerable, the means of preventing and reducing the problem, and ways to impact the phenomenon both personally and as a society.

At the end of this course the student will:

- Understand the complex phenomenon of human trafficking, as an immoral act, as a crime, and as a violation of rights;
- Understand the size and scope of the problem and how the whole trafficking process works (from demand to supply, and from source to destination);
- Be able to define human trafficking in line with international and domestic legal frameworks;
- Appreciate the seriousness and magnitude of what victims of trafficking go through;
- Be able to explain the root causes of human trafficking and its relations to organized crime and the business sector;
- Differentiate among forms of trafficking and analyze the different challenges inherent in combatting each type; and
- Explain the ways in which the states, civil society, communities, and individuals can fight this phenomenon.

TEACHING-LEARNING METHODOLOGY

The course will be taught in a combination of lectures, power-point presentations, class discussion, questions and answers, exercises, teamwork, 5-10 minute videos, guest speakers, and student presentations.

STUDENT REQUIREMENTS

Attendance – Attendance is mandatory. Tardiness and absenteeism will subject students to a reduction of points unless it is justified.

Readings and out of class work – the readings and videos that are assigned are also mandatory. It is expected that students’ reading out of class work will be reflected in their class participation. Students are, therefore, expected to ask and answer questions, and actively participate in discussions and debates.

Grading

Class participation	10%
Quizzes or Mid-Term Exam	20%
Research Project and Presentation	30%
Final in-class exam	40%

Class participation – Students are expected to attend class and come prepared. They are also expected to be called on.

Quizzes or Mid-Term Exam – depending on the needs of the class either a mid-term exam will be administered or four short random pop quizzes will be scattered throughout the semester. The mid-term exam or quizzes will be designed to test what the students have learned in the course.

Research Project and Presentation – Students will work on a project that is meant to test whether they have learned the skills required in the combatting of human trafficking or victim protection. Working in groups, or individually, students will either analyze trafficking prevention programs, victim protection and assistance strategies, law enforcement efforts, or present public awareness or campaigning strategies or programs that can be implemented to fight human trafficking in their communities. These projects will be presented to the class.

Final In-Class Exam – The final in-class exam will test the students’ acquisition of the knowledge objectives of the course.

COURSE OUTLINE

MODULE 1: INTRODUCTION TO HUMAN TRAFFICKING

At the end of this module students should have an understanding of:

- The globally accepted definition of human trafficking
- The scope of the problem
- Clarification of concepts: human trafficking, traffickers, and victims

Required Readings:

Trafficking in Persons Report (2011), issued by the U.S. Department of State (*Introductory Material*) available at <http://www.state.gov/documents/organization/164452.pdf>.

United Nations Office on Drugs and Crime (UNODC), *Global Report on Trafficking in Persons* (2009) (*excerpt: pp. 6-12*) available at http://www.unodc.org/documents/human-trafficking/Global_Report_on_TIP.pdf.

United Nations Office on Drugs and Crime (UNODC), *Trafficking in Persons: Global Patterns* (April 2006) (*excerpts: pp. 49-51, 71-81*) available at <http://www.unodc.org/documents/human-trafficking/HT-globalpatterns-en.pdf>.

Common Myths and Misconceptions, Polaris Project available at <http://www.polarisproject.org/resources/resources-by-topic/human-trafficking>.

KEVIN BALES, *ENDING SLAVERY: HOW WE FREE TODAY'S SLAVES* 1-20 (2007).

MODULE 2: CATHOLIC RESPONSE TO HUMAN TRAFFICKING

At the end of this module students should have an understanding of:

- The Catholic Social Teaching perspective on human trafficking
- The Catholic Church's response to human trafficking
- The Catholic Church's anti-trafficking efforts

Required Readings:

Catholic Social Teaching on Human Trafficking available at <http://www.ipjc.org/links/HumanTraffickingAndCST.pdf>.

The United States Conference of Catholic Bishops, *The United States' Response to Human Trafficking: Achievements and Challenges* (excerpt pp. 1-3) available at <http://www.usccb.org/upload/US-Response-Human-Trafficking-Achievements-and-Challenges-2011.pdf>.

PONTIFICAL COUNCIL FOR JUSTICE AND PEACE, THE COMPENDIUM OF THE SOCIAL DOCTRINE OF THE CHURCH (*Introduction; Filling in the gap between the letter and the spirit- Ch. 3 section IV part e; Principles of the Church's Social Doctrine- The Fundamental Values of Social Life- Ch. 4 section VII*) (2004) available at http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html.

Barbara Kralis, *Catholic Church fights Human Trafficking and Slavery* (August 4, 2006) available at <http://www.renewamerica.com/columns/kralis/060804>.

Watch:

Florida Catholic Conference, *Invisible Chains* available at <http://www.youtube.com/watch?v=HOe47ZKPMc8>.

MODULE 3: FORMS OF HUMAN TRAFFICKING

At the end of this module students should have an understanding of:

- The most common forms of human trafficking
- The difference between human trafficking and smuggling

Required Readings:

Trafficking in Persons Report (2011), issued by the U.S. Department of State (*What is Trafficking in Persons?*) available at <http://www.state.gov/g/tip/rls/tiprpt/2011/164220.htm>.

Forms of Human Trafficking and Other Issues, UN.Gift (*Trafficking for Sexual Exploitation, Trafficking for Forced Labor, Trafficking of Children, and Trafficking for Organ Trade*) available at <http://www.ungift.org/knowledgehub/en/about/issues-at-a-glance.html>.

Distinctions Between Human Smuggling and Human Trafficking, Fact Sheet, Bureau of International Narcotics and Law Enforcement Affairs available at <http://www.state.gov/documents/organization/90541.pdf>.

KEVIN BALES, *ENDING SLAVERY: HOW WE FREE TODAY'S SLAVES* 61-95 (2007).

Watch:

Everywoman- Child Soldier available at <http://www.youtube.com/watch?v=hNnXGV4KjEw>.

Nike Contractor in Malaysia using forced labor *available at* <http://www.youtube.com/watch?v=9Qzm7MCusGM>.

MODULE 4: GLOBAL PERSPECTIVES

At the end of this module students should have an understanding of:

- International Initiatives - The Palermo Protocol
- The 3P Paradigm
- Regional Initiatives- the most notable and comprehensive agreement- the Convention on Action Against Trafficking in Human Beings prepared under the Council of Europe
- International organizations working to combat human trafficking

Required Readings:

- The 2000 UN Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime *available at* <http://www2.ohchr.org/english/law/protocoltraff.htm>.
- *Trafficking in Persons Report* (2011), issued by the U.S. Department of State (*excerpts: Moving Toward a Decade of Delivery- Government Responsibility; Prevention; Prosecution; Protection; and Partnership*) *available at* <http://www.state.gov/g/tip/rls/tiprpt/2011/index.htm>.
- The Council of Europe Convention on Action Against Trafficking in Human Beings (*Introduction material*) *available at* http://www.coe.int/t/dghl/monitoring/trafficking/Docs/Convntn/default_en.asp.
- *Trafficking in Persons Report* (2011), issued by the U.S. Department of State (*excerpt: International, Regional, and Sub-Regional Organizations Combating Trafficking in Persons*) *available at* <http://www.state.gov/g/tip/rls/tiprpt/2011/166862.htm>.
- KEVIN BALES, ENDING SLAVERY: HOW WE FREE TODAY'S SLAVES 96-176 (2007).

MODULE 5: DOMESTIC RESPONSE

At the end of this module students should have an understanding of:

- The Trafficking Victim's Protection Act of 2000
- The William Wilberforce Trafficking Victims Protection Reauthorization Act of 2008
- The Trafficking in Persons Report issued by the U.S. Department of State (2011)

Required Readings:

The United States Conference of Catholic Bishops, *The United States' Response to Human Trafficking: Achievements and Challenges* (excerpt pp. 3-14) available at <http://www.usccb.org/upload/US-Response-Human-Trafficking-Achievements-and-Challenges-2011.pdf>.

Trafficking in Persons Report (2011), issued by the U.S. Department of State (excerpts: *The 2011 TIP Report: Methodology; Tier Placements; Trafficking Victims Protection Act: Minimum Standards for the Elimination of Trafficking in Persons*) available at <http://www.state.gov/g/tip/rls/tiprpt/2011/index.htm>.

Watch:

Dreams Die Hard: Survivors of Slavery in America available at <http://www.cultureunplugged.com/play/4985/Dreams-Die-Hard--Survivors-of-Slavery-in-America-Tell-Their-Stories>

MODULE 6: PREVENTION OF HUMAN TRAFFICKING

At the end of this module students should have an understanding of:

- The root causes of human trafficking
- The methods used by traffickers
- Prevention methods

Required Readings:

Root Causes of Human Trafficking, issued by Caritas Internationalis available at http://www.caritas.org/activities/women_migration/caritas_migration_trafficking_and_women.html?cnt=431.

KEVIN BALES, ENDING SLAVERY: HOW WE FREE TODAY'S SLAVES 177-228 (2007).

Watch:

Demand available at <http://www.sharedhope.org/Media/VideoResources.aspx>.

MODULE 7: PROSECUTION OF HUMAN TRAFFICKERS

At the end of this module students should have an understanding of:

- The challenges of prosecution
- The impact of corrupt governments

- The risk of victimization of trafficked persons by the legal system

Required Readings:

Trafficking in Persons Report (2011), issued by the U.S. Department of State (*excerpt: Global Law Enforcement Data*) available at <http://www.state.gov/g/tip/rls/tiprpt/2011/164226.htm>.

Andreas Kuersten, *Prosecuting Human Traffickers* (March 17, 2011) available at [http://www.ungift.org/doc/knowledgehub/resource-centre/The Beaver Online Prosecuting human traffickers.pdf](http://www.ungift.org/doc/knowledgehub/resource-centre/The%20Beaver%20Online%20Prosecuting%20human%20traffickers.pdf).

Corruption and Human Trafficking, issued by Transparency International (2011) available at [http://www.ungift.org/doc/knowledgehub/resource-centre/CSOs/TI-Working Paper Human Trafficking 28 Jun 2011.pdf](http://www.ungift.org/doc/knowledgehub/resource-centre/CSOs/TI-Working%20Paper%20Human%20Trafficking%2028%20Jun%202011.pdf).

United Nations Office on Drugs and Crime (UNODC), *Global Report on Trafficking in Persons* (2009) (*excerpt: pp. 69-75*) available at [http://www.unodc.org/documents/human-trafficking/Global Report on TIP.pdf](http://www.unodc.org/documents/human-trafficking/Global%20Report%20on%20TIP.pdf).

MODULE 8: PROTECTION OF VICTIMS OF HUMAN TRAFFICKING

At the end of this module students should have an understanding of:

- How to identify victims
- The special needs of trafficking victims
- The use of T and U nonimmigrant visas

Required Readings:

Human Trafficking: Awareness may save a life (Nov. 8, 2010) available at <http://www.flacathconf.org/HumanTrafficking/101108FloridaCatholicDOV.pdf>.

Victim Assistance Fact Sheet, issued by the U.S. Department of Health and Human Services available at http://www.acf.hhs.gov/trafficking/about/victim_assist.html.

Immigration Remedies for Trafficking Victims, issued by The U.S. Department of Homeland Security available at http://www.uscis.gov/USCIS/Resources/Humanitarian%20Benefits%20Based%20Resources/Human%20Trafficking%20brochure_accessible%20version.pdf.

Understanding Victims' Mindsets, Polaris Project available at <http://www.polarisproject.org/resources/resources-by-topic/human-trafficking>.

Potential Trafficking Indicators, Polaris Project available at <http://www.polarisproject.org/resources/resources-by-topic/human-trafficking>.

MODULE 9: CROSSCUTTING ISSUES

At the end of this module students should have an understanding of:

- Diplomatic Immunity and Human Trafficking
- Health and Human Trafficking
- International Peace-keepers and Human Trafficking

Required Readings:

Trafficking in Persons Report (2010), issued by the U.S. Department of State (*excerpt: Diplomats and Domestic Workers*) available at <http://www.state.gov/g/tip/rls/tiprpt/2010/142750.htm#17>.

Campaign to Rescue and Restore Human Trafficking: Common Health Issues Seen in Human Trafficking Victims Fact Sheet (October 2007), U.S. Department of Health and Human Services, Administration of Children and Families available at http://www.acf.hhs.gov/trafficking/campaign_kits/tool_kit_health/health_problems.pdf.

Trafficking in Persons Report (2011), issued by the U.S. Department of State (*excerpt: Stopping Human Trafficking, Sexual Exploitation, and Abuse by International Peacekeepers*) available at <http://www.state.gov/g/tip/rls/tiprpt/2011/164237.htm>.

MODULE 10: COMBATting HUMAN TRAFFICKING

At the end of this module students should have an understanding of:

- Discerning and reporting suspicious situations
- Collective and individual efforts to assist in fighting human trafficking

Required Readings:

Trafficking in Persons Report (2011) issued by the U.S. Department of State (*excerpt: Identify and Assist a Trafficking Victim*) available at <http://www.state.gov/g/tip/id/index.htm>.

Trafficking in Persons Report (2011) issued by the U.S. Department of State (*excerpt: 20 ways you can help fight human trafficking*) available at <http://www.state.gov/g/tip/id/help/index.htm>.

Creative Ideas to End Human Trafficking, Intercommunity Peace and Justice Center available at <http://www.ipjc.org/links/CreativeIdeasToEndHumanTrafficking.pdf>.

KEVIN BALES, ENDING SLAVERY: HOW WE FREE TODAY'S SLAVES 21-60 (2007).

Watch:

Kevin Bales: How to Combat Modern Slavery available at http://www.ted.com/talks/kevin_bales_how_to_combat_modern_slavery.html.