Course Description
Amid the visibility of migration worldwide, international media have paid significant attention what the international law community collectively and often mistakenly designates as migrant smuggling and human trafficking. Images of migrants traversing the desert, or traveling on rubber boats across the Mediterranean, and characterizations of young, foreign, vulnerable women as ‘sex slaves,’ or as examples of ‘modern day slavery’ or ‘sexual exploitation,’ and communicating simplistic if graphic notions of crisis and desperation are ubiquitous. As audiences, we find many of these representations devastating and condemnable. Yet they provide scant information, context or critique. Furthermore, in their majority these representations concern people lacking the ability to control how they themselves want to be represented or see their condition, what simplifies their experiences. What is trafficking? What is smuggling? Who are the people who are impacted by it, as ‘offenders’ and as ‘victims’? What are the basic concepts we need to know about these practices, and have a say in the conversation?

The primary goal of this online class is to develop students’ critical thinking skills concerning two of the most visible—and perhaps, least understood forms of crime. We do so by tracing the history of the anti-trafficking discourse in the late 1800s, and the emergence of smuggling as a crime in the 1990s, and their eventual constitution as forms of transnational crime in the Palermo Protocols, which have shaped the responses to crimes of mobility worldwide, and continue to shape the way the world looks at trafficking, smuggling and their actors.

Our class examine the strategies, arrangements, and discourses present in the rhetoric surrounding smuggling and trafficking. Through case studies, we will define, analyze and understand what have become two of the most popular if misunderstood crimes in current history. In addition, the course also provides students with the basic knowledge to develop their own informed advocacy agendas concerning smuggling and trafficking.

Course Objectives or Expected Learning Outcomes
By the end of this course, students will be able to:

- Explain the definitions and the background of migrant smuggling and trafficking in persons
- Understand how smuggling and trafficking are and can be researched
- Provide specific examples of cases involving migrant smuggling and trafficking in persons
- Communicate the law enforcement practices concerning migrant smuggling and trafficking in persons and their implications
- Engage critically with images and representations of migrant smuggling and trafficking in persons
- Develop their own research agenda and directions.
Required Materials
Download or have access to:
Annals of the American Academy – Special Issue on Human Trafficking
Annals of the American Academy – Special Issue on Human Smuggling
UNODC Protocols on Migrant Smuggling and Trafficking in Persons

You must have regular access to a computer, Blackboard, and your UTEP email account.

Course Assignments and Grading

Grade Distribution:
1000-900 = A  899-800 = B  799-700 = C  699-600 = D  599 and Below = F
- 250 points: Discussion Boards (50 points each)
- 250 points: Quizzes (50 points each)
- 500 points: Final Exam
- 25 points: Extra credit: attendance to the screening session of the Kidnapping Workshop or the completion of an additional discussion board on week 6 of the class.

Discussion board: To deepen our understanding of the concepts we will cover in class, you will contribute to the discussion board by typing 5 (five) responses of no less than 150 words that are specific to the week’s readings and materials. To receive full credit you must also engage with your classmates by replying to at least two of their responses.

Quizzes: You will complete a quiz for each one of the first five weeks of the course. These quizzes will be based on the readings and are intended to ensure you read the material in detail.

Final exam: you will write an essay that raises questions over the themes we discussed in class. This is a different paper from those you might have written in college. This time, rather than answering questions you will put in writing the questions that the articles, lectures, podcasts and discussions left unanswered for you. Your essay must: 1. demonstrate you have carried out the readings by citing specific articles, 2. draw from the conversations you followed on the discussion board, and 3. Pose specific questions regarding the topics.

Extra credit (25 points each): On April 26th, UTEP will be hosting an event on kidnapping research. We will screen a movie on the dynamics of victimization. The movie discusses topics that may trigger painful or emotional memories for some people, and is therefore not a required event. Should you decide to join us, please make sure you check in with me at the beginning and at the end of the event to receive extra credit. You may also receive extra credit by completing a discussion board response on week 6 of the class. To qualify you must have participated in all discussion boards from weeks 1 to 5.

Attendance Policy
Because this is a short online course, attendance is determined by class participation online. You must be prepared, participate in online individual/group discussions, and complete the quizzes in order to understand and incorporate the concepts and processes used in your final exam/analysis.

- It is your responsibility to complete all quizzes and discussion boards on time. No late work will be accepted.
Technology Requirements
Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web. You may use any of the primary Web browsers—Explorer, Google Chrome, Firefox, Safari, etc. When having technical difficulties, try switching to another browser.

You will need to have or have access to a computer/laptop, the internet, and a UTEP library account. You are responsible for locating and downloading the class materials. It is also your responsibility to ensure you have the software required to access the in-class material. Said software may include: Microsoft Office, Adobe, Flashplayer, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course. If you encounter technical difficulties of any kind, contact the Help Desk. Technical reasons as an excuse to miss work/deadlines will not be accepted.

Netiquette
Our class takes place on an online-platform. We don’t see each other but can read --- and feel the tone – of what we write. By enrolling in this class you accept to follow and abide by the following rules:

- **Watch the tone** of your emails and consider your audience. Remember that members of the class and the instructor will be reading your postings.
- **Respect and courtesy are expected**, and must be extended to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, **address the ideas, not the person**. Post only what you would comfortably state in a face-to-face situation.
- **Blackboard is not a public internet venue**; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).
- Email etiquette is also part of netiquette! How should you communicate with your professors online? Watch this: https://www.youtube.com/watch?v=TeHnzfOOGlA

Contact
I live in Italy, and travel constantly for work to other regions of the world. Please keep this in mind when emailing me, as you may not always receive an immediate response from me. I can assure you however, I will reply to you as soon as possible. I am also available for online consultations, and hope we get to meet in person in late April when I visit campus! You are expected to remain informed via blackboard of any changes or updates.

Late Work Policy
*_All assignments are due on Saturdays at midnight (11:59 PM) ELP time. No late work will be accepted._*
Accommodations Policy
The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services.

Scholastic Integrity
Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to: cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more HOOP: Student Conduct and Discipline.

Student Resources
UTEP provides a variety of student services and support:

- **UTEP Library**: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- **Help Desk**: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- **University Writing Center (UWC)**: Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- **Math Tutoring Center (MaRCS)**: Ask a tutor for help and explore other available math resources.
- **History Tutoring Center (HTC)**: Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- **Military Student Success Center**: UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- **RefWorks**: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

*Any questions? Just ask! gesanchez4@utep.edu*