

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

Course Information

Semester Year:	Spring 2018	Instructors:	Susan Glassburn Larimer, LCSW, PhD
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Location:	IUPUI and Kolkata	Office:	AD 2045
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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

- S600-01:** 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
- S600-02:** Critically examine strategies for empowerment of women who have been trafficked

- S600-03:** Increase cultural competence to serve and practice in a global community
- S600-04:** Analyze an empowerment organization in India using a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis
- S600-05:** Understand local and international programs and policy initiatives to address human trafficking.

Required Texts

1. Kristof, N., & WuDunn, S., (2010 reprint). *Half the sky: Turning oppression into opportunity for women worldwide*. New York: Vintage.
2. Kara, S., (2017). *Sex Trafficking: Inside the Business of Modern Slavery*. New York: Columbia University Press.
3. Stephen, B., (2016). *India – Culture Smart! The essential guide to customs and culture*. London: Kuperard.

Recommended:

4. McCormick, P. (2006). *Sold*. New York: Hyperion.
5. 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.
<http://polarisproject.org/sex-trafficking>
- United Nations Office on Drugs and Crime: Global Report on Trafficking in Persons. (2009).
http://www.unodc.org/documents/Global_Report_on_TIP.pdf
- U.S. Department of State (2016). Trafficking in persons report.
<http://www.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).

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 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.)

- 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

Final Paper: Worth 15 points

1. Read the Sari Bari annual report at <https://indd.adobe.com/view/e9129482-e73b-44d7-a778-c1b684fb88cd>. After reading the report, construct a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). Strengths and weakness are about internal issues, and opportunities and threats are about outside factors. Here are a couple websites with examples. For more info: <https://bloomerang.co/blog/how-nonprofits-can-use-a-swot-analysis>

And some examples of a format: <https://articles.bplans.com/swot-analysis-examples/>

Make your own grid for Sari Bari. You will not find all the answers in the report, but can use it as the basis of your observations. You only need to use bullet points for this section. Feel free to use boxes or graphics as shown in the examples online.

2. From your understanding of Sari Bari, as well as FreeSet and Loyal, list and discuss at least five challenges involved in setting up a business to empower women exiting the sex trade?
3. What social services would be necessary in such a business to support women who may have never had a regular job before, and what knowledge would a social worker need to work at Sari Bari?
4. What would be personal challenges for you if you were to work in one of the freedom businesses that we visited in Kolkata?

Final presentation: Worth 5 points

Prepare a PowerPoint presentation about your experience in India and your thoughts about the organizations that we visited, including text and pictures

Include the following:

- Challenges
- Inspirations
- Questions that were raised for you
- Take-aways for you in your social work career

The presentation will be due for our last session in January on the 27th.

Presentations should be no more than 8-10 minutes in length. Please send a copy to the instructors on CANVAS.

Total Points for assignments:

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

Total: 100 Points

Course Outline

Module 1: Course overview and book discussion

1. **Assignments:** Due: Reflection paper #1

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

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 – • What to expect when you are in India • Packing and appropriate dress
11:30-12:30	Video “The Day My God Died” access via Youtube (PBS documentary)
12:30 – 1:00	LUNCH – PIZZA (Bring \$5 if you want to contribute)
1:00 – 1:45	Haresh Dalvi, discussion of the caste system and the politics of prostitution in India
2:00 – 3:30	<p>Discussion on Sex Trafficking Book: 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? • What made you passionate? <p>Watch videos:</p> <ul style="list-style-type: none"> • International Justice Mission

	<ul style="list-style-type: none"> • Freetset • Mahima house https://www.youtube.com/watch?v=qNB4829Q_Is Day in the Life of Mahima • The Loyal Workshop
3:30-4:00	Wrap up

Pre-Session 2:

Discussion of the forces that underpin the sex trafficking industry

Assignments:

Time	Topic
9:30 – 10:00	Names and introductions again. Pair up with someone you don't know and find out three things they love and three things they don't like so well. Introduce them to the group.
10:00 - 10:30	Annie Patrick from IUPUI Travel Health clinic
10:30 – 11:00	Beth Waterman, India Guide and former MSW student Via Video
11:00	Tracy McDaniel from Restored
12:00	Lunch – former students via video Alex Rockman, Danielle Dellen, Darcy Tower, Laura Cisler
12:30	Haresh Dalvi – India caste system & culture
1:30 - 3:30	Hasan Reza History of the Sex Industry in India
3:30	Discussion of the Day my God Died (from last time) Half the Sky discussion Watch the India part of the video of Half the Sky and discuss in small groups. What stood out to you most?
4:00	Dismissal

Pre-Session 3:

Empowerment

Visit website of these projects:

- Sari Bari: www.saribari.com
- International Justice Mission: <http://www.ijm.org/>
- Loyal: <https://www.theloyalworkshop.com/>
- Rahab's Rope: <http://www.rahabsrope.com/>
- 8th Day Cafe: <http://8thdaycafe.com/mission/>

Time	Topic
10:00 – 10:30	Discussion and warm up activity
10:30 – 12:00	Watch the movie Born into Brothels Discussion questions
Noon	Lunch – Indian restaurant near campus (buffet \$10)
1:15	Half the Sky – view segment of video on India Discussion questions What is empowerment? Case study
2:30	Understanding the culture and language of Kolkata – Hasan Reza
2:30 – 4:00	<ol style="list-style-type: none"> 1. Indian Visa process – discuss 2. Packing list for trip 3. Process for bus to Chicago 4. Roommate selection 5. Questions and Answers 6. Quiz on culture on Canvas – you can take it whenever you like.
4:00	Dismiss

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

Daily Schedule

	Plan Details	Eating Details	Website details
Day 1	(dependent on when flight gets in)		
morning:	India orientation (Beth to review Vulnerable Person Protection Policy/Dress Code/Maps/Travel/Etc City Walking Tour with Kolkata Walks	Bfast @ hotel	http://calcuttawalks.com/
lunch	clothing shopping if needed	lunch out	
afternoon	Sari Bari: Box Lane & tea w/ladies meet with Sari Bari Staff (Kyle Scott-Sari Bari Executive Director to speak)		http://saribari.com/
evening	team debrief early evening in due to jet lag	supper @ hotel	
Day 2			
morning	Breakfast check in Visit the Mother Teresa House (the Mother House is where the sisters of charity live and where Mother Theresa is buried)	bfast @hotel	
Lunch		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		http://8thdaycafe.com/
evening	team debrief	supper @ Peter Cat	
Day 3			
morning	B-fast check in 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	bfast @ hotel	
Lunch		lunch @ South Indian restaurant	https://www.ijm.org/where-we-work/india
afternoon	volunteer at Kalighat Sari Bari unit	supper w/ SB senior staff @	
evening	optional Bollywood film/team debrief	BBQ	

Day 4		
morning	B-fast check in	bfast @ hotel
	<p>Freeset Tour and meet with Kery & Annie Hillton, founders of Freeset Bags, a social business employing women in the red light area for over 20 years. They are currently starting a new small business incubator program for new social businesses that want to launch in Kolkata.</p>	
		http://freesetglobal.com/
lunch		order lunch to eat at SB
afternoon	volunteer at Box Lane Sari Bari unit	
evening	Happy New Years celebration?	supper at chilis? somewhere fun?
Day 5		
morning	b-fast check in/sleep in rest/debrief/homework	bfast @ hotel
lunch		brunch at the Swishotel
afternoon	Afternoon swimming at the Swishotel	
evening		supper @ hotel?
Day 6		
morning	bfast/check in	bfast @ hotel
	<p>Leave for Somota Pads in North Kolkata-meet with founder about their social business, empowering women who live in the slums to love their bodies and create sustainable products</p>	
		http://shomota.com/
lunch		
afternoon	<p>Meet with founder of Apne Aap, Richira Gupta to learn about her lobbying and fight for survivors of sex trafficking</p>	
		http://apneaap.org/about-us/our-founder/
evening	debrief	supper on Park Street
Day 7		
morning	bfast/check in	bfast @hotel
	<p>tour of Loyal Workshop/meet with founders to learn about the development of their business making leather bags, how they ethically source all their products, and how they empower women coming out of the sex industry.</p>	
		https://www.theloyalworkshop.com/

lunch		order from Lebonese Junction	
afternoon	Tour of Mahima Home and meet with Social Work Director of the safe house to learn about programming in India		* safe house for underaged girls, not sure we can go but I will check/meet with their social worker
evening	debrief	supper @ Kewpies	
Day 8			
morning	bfast check in optional volunteer day @ Mother Theresa's	bfast @ hotel	
lunch		order take out?	
afternoon	meet with Directors of Sanlaap to learn about the history of their organization and how they have developed their safe house and advocacy programs for women who have been trafficked throughout the years		http://www.sanlaap.org/
evening	debrief	supper @ Fire & Ice	
Day 9			
morning	bfast check in meet with US Consolate about their department of Human Trafficking and what is being done to combat the issue in India and globally	bfast @ hotel	
lunch		lunch near consolate	
afternoon	optional volunteer @ Box Lane Sari Bari		
evening	debrief	supper @ Fair lawn	
Day 10			
morning	bfast check in pack and prep for Taj visit	bfast @ hotel	
lunch		eat on Sudder Street	
afternoon	optional volunteer @ Box Lane Sari Bari		
evening	live music with Kyle Scott/ have Sari Bari expat staff share about life and work in Kolkata	order take out before kyle plays	
Day 11			
morning	leave early for Taj!		
afternoon	day at the Taj/Red Fort		

evening	Fly back to Kolkata	
Day 12		
morning	bfast/check in	bfast @ hotel
	slow morning, final shopping etc	
		Jhal Friezie
	final shopping/packing	
	leave for airport	

Course Policies

Grading in the MSW Program as approved by the IUSSW Faculty Senate

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.

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
D+	67%	Unsatisfactory Quality
D	63%	Unsatisfactory Quality
D-	60%	Unsatisfactory Quality
F	<60%	Unsatisfactory Quality

University and School Policies

Students should be familiar with the *Indiana University Code of Student Rights, Responsibilities, and Conduct* (<http://www.iu.edu/~code/>), from which many of the policies below are derived. In addition, students should refer to the MSW General Student Handbook and their respective campus supplements for more detailed information about these policies and additional resources available to them.

Cheating

Cheating is grounds for failing the course and possible dismissal from the program and/or university.

Cheating is considered to be any attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.

A student must not use materials from a commercial term paper company; files of papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.

A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

Plagiarism

Plagiarism is a form of cheating and is grounds for failing the course and possible dismissal from the program and/or university. Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever:

1. Directly quoting another person’s actual words, whether oral or written;
2. Using another person’s ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;

4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Right to Accommodation for Individuals with Disabilities

Indiana University is committed to creating a learning environment and academic community that promotes educational opportunities for all individuals, including those with disabilities. Course directors are asked to make reasonable accommodations, upon request by the student or the university, for such disabilities. It is the responsibility of students with documented physical or learning disabilities seeking accommodation to notify their course directors and the relevant campus office that deals with such cases in a timely manner concerning the need for such accommodation. Indiana University will make reasonable accommodations for access to programs, services, and facilities as outlined by applicable state and federal laws.

Campus support offices:

Bloomington: Disability Services for Students www.indiana.edu/~iubdss

East: Student Support Services www.iue.edu/stuserv

Indianapolis: Adaptive Educational Services life.iupui.edu/aes/index.asp

Kokomo: Affirmative Action www.iuk.edu/ADMINFIN/affirmative-action

Northwest: Student Support Services www.iun.edu/~supportn

Southeast: Disability Services www.ius.edu/UD/DisabilityServices

South Bend: Office of Disabled Student Services www.iusb.edu/~sbdss

Class Participation and Observance of Religious Holidays

Any student who is unable to attend classes or participate in any examination, study, or work requirement on some particular day or days because of his or her religious beliefs must be given the opportunity to make up the work that was missed or to do alternative work that is intrinsically no more difficult than the original exam or assignment. Upon request and timely notice, students shall be provided a reasonable accommodation. It is recommended that dates and times for examinations and other major course obligations be announced at the beginning of the semester or summer session and that students let instructors know of conflicts very early in the semester, so that accommodations can be made.

Students seeking accommodation for religious observances must make a request in writing by the [end of the 2nd week of the semester](#), or equivalent for non-semester length courses, to the course instructor and must use the [Request for Course Accommodation Due to Religious Observance](#). In the case of religious holidays for which the date may change, the student should state the approximate date and when the exact date is known, inform the instructor of the exact date. The University will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effects should result to students because they have made use of these provisions.

Military Withdrawal

Indiana University realizes students who are members of the U.S. armed forces may be called to active duty, specialized training, or as part of disaster relief efforts with little notice. While the following policy does NOT pertain to initial active duty training (i.e. basic training), this policy is provided in order to minimize disruptions or inconveniences for students fulfilling their unanticipated U.S. military responsibilities in the midst of an academic term/session. For the complete policy information, go to <http://veterans.iupui.edu/resources/withdrawal/>

Grades of Incomplete

A grade of Incomplete (I) may be assigned by an instructor only when exceptional circumstances such as an illness, injury, or a family emergency prevents a student from finishing all the work required for the course. The grade of Incomplete may be considered only when a substantial portion of the course work has already been completed, the coursework is of satisfactory quality, and no more than one major exam or assignment is outstanding. The student who does not meet these requirements should meet with her/his advisor to withdraw from the course(s) in question. The student should refer to the Registrar's Office on her/his respective campus regarding the policies and deadline for automatic withdrawal for the semester in question.

The student is responsible for initiating the request for a grade of Incomplete. If the instructor agrees, the instructor and student complete and sign a *Record of Incomplete and Contract for Completion of Course Requirements* form to ensure that a sound educational plan and time frame for completion of course requirements have been established. Failure to fulfill the terms of this contract within the stipulated time frame may result in a failing grade. For removal of a grade of Incomplete, the student is subject to the IUSSW policy, which has precedence over the University policy. The student in the School of Social Work is expected to complete outstanding course work expeditiously, since many courses serve as prerequisites for others. Generally, students may carry no more than one grade of Incomplete at any given time. However, in cases of severe crisis, a student may work with her/his advisor to request grades of Incomplete in multiple courses.

Professional Conduct Policy

Students in a professional program are expected to conduct themselves as professionals in relation to the class and assignments. Full participation is encouraged as long as it is appropriate to the course content. Respect for the opinions of others is expected. Frequent lateness or professionally unbecoming class conduct are likely to result in a lowered grade or deem a student unsuitable for field placement. Students are evaluated on their personal and professional behavior or conduct in this class as described in the *NASW Code of Ethics* (<http://www.socialworkers.org/pubs/code/default.asp>).

With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable.

Electronic Devices in the Classroom

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. These include emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited and these should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. Failure to meet these expectations may result in a loss of participation points or a request from the instructor to leave class.

Inclement Weather or Other University Emergency

Please watch the university website for important information about closings or class cancellations. The instructor will post an announcement on Oncourse or send an email to all class members if she/he is cancelling class.

Evaluation of Course

Consistent with the School and University policy, a formal evaluation of the course and its instructor will be completed at the end of the course.

Expectations for Writing

Effective practice of generalist social work requires excellent writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented as well as for the clarity of that presentation. All formal papers will be typed, double-spaced and paginated. In order to support professional expectations of utilizing evidence to inform practice at all levels, APA style is to be used to cite academic sources, including in-text references and bibliography. The formal APA manual and other guides to writing in APA style are available in the bookstore and are an expected part of the textbooks for the BSW program.

Students experiencing writing difficulties are advised to seek assistance at the University Writing Center in Room 427 of Cavanaugh Hall. Please call 274-2049 to schedule an appointment or drop by to pick up some available written handouts.

Counseling and Psychological Services (CAPS)

During the semester, if you find that life stressors are interfering with your academic or personal success, consider contacting Counseling and Psychological Services. All IUPUI students are eligible for counseling services at minimal fees. CAPS also performs evaluations for learning disorders and ADHD; fees are charged for testing. CAPS is located at 719 Indiana Avenue, 2nd Floor and can be contacted by phone (317-274-2548). For more information, see the CAPS web-site at: <http://life.iupui.edu/caps/>

Bibliography

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