LIB/HST/HRT 319: HUMAN TRAFFIC AND TRAFFICKING
Group Project (40%)

Students must work collaboratively in groups of 3-4 individuals to demonstrate their understanding of complex human traffic/trafficking issues and their relationship to broader discussions of the global exploitation of labor. In their examination of a particular issue, students will analyze existing policies, strategies, and legislation as well as their limitations. Students may focus on a specific or particular aspect of their assigned topic or provide an overview of the issue. Potential assigned topics include:

- Child sex trafficking
- Sex trafficking Southeast Asia
- Global anti-trafficking efforts
- Child labor
- Refugee migration
- Forced labor in the mining industry
- Involuntary domestic servitude

- Bonded labor/debt bondage (e.g. migrant laborers' debts associated with their migration)
- Child Soldiers
- The garment industry and exploitation of workers in developing nations

Requirements

This project contains multiple components to strengthen students' information literacy, digital literacy, and oral communication skills in addition to meeting the Globalization (Issues) skills goals:

- Collaboration — the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time.
- Problem solving — the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.
- Integration — the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations.

The group project requires students to draw upon **at least 5 sources per group member.** In other words, if a group contains 3 members, 15 different sources should be integrated into the group project. Students must use reputable, scholarly sources (e.g. refereed journal articles, government publications, and published books). Click here for more information on how to identify a scholarly source. If you're not sure about what makes a source scholarly or substantive, these two videos: 1) How to Identity Scholarly Journal Articles; and 2) How to Identify Substantive News Articles.

Group Contract (10 points)

Students will be required to draw up a terms of agreement (TOA) for their group. The TOA must reflect the protocols of COMET (Clearly defined goals, Open communication, Member involvement, Education, Trust). The group contract must be emailed to the professor on the date listed in the syllabus as a **PDF document only.** *Group members must be copied on the email.*

Clearly Defined Goals
Goals are clear, understood, and fully supported by group members.

Open Communication
Members decided on a method of communication (e.g. Slack channel, GroupMe, iMessage, email). All group members hear thoughts, feelings, and ideas of their peers.

Members demonstrate cooperative and supportive attitude that contributes to the success of the project.

Member Involvement
Members are highly engaged and participate fully in the project. All members contribute meaningfully to group discussions and decisions. Members readily adapt aspects of their group project in response to challenges or new situations. Individual members' abilities, knowledge, and experience are fully utilized.

Education
Members are encouraged to voice differences and work through them. Members are comfortable asking for help or support from peers.

Trust
All members are involved in decision-making and discussion. Members recognize that a group project means collaboration is a process that requires team-building.

In addition to reflecting the goals of COMET, your contract must address the following:[1]

- Do all decisions need to be unanimous, or is "majority-rules" OK?
- How will you prevent meetings from going off-track?
- What are group members' pet peeves from previous collaborations? How will you avoid these?
- Did you create deadlines to keep your group on task? Do these deadlines sync up with in class periods dedicated to group project work?
- What will happen to the project when you're done with it? Will you maintain it, or let it expire?

Self Assessment (10 points)
Students must engage in self-reflection concerning their participation in the project. Students must complete the correct form and demonstrate introspection and an examination of their contributions to the group project.

Peer Assessment (10 points)
To ensure accountability, students will evaluate group members based on the following criteria: communication skills, level of contribution, initiative, and independence. You will receive an average of the scores.

Please keep the following questions in mind:

- What was the level of their work product? Did they strive for excellence, pay attention to detail, check for errors, and complete accurate and thorough research?
- Did your group members master or improve an area of technical expertise to strengthen the project? Were they willing to take on responsibilities and to gain experience outside of their comfort zone?
- How well did they treat others with respect and develop cooperative relationships that were mutually beneficial to the project? Did they meet the requirements of the group contract and fulfill commitments and group objectives?
- Did they effectively communicate with all group members regarding their ability? Did they ask for help or feedback and integrate these comments into their work product? Did they manage their time effectively or did they procrastinate and hinder group progress?

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[1] Guidelines adapted from: http://miriamposner.com/dh101f15/index.php/assignments/final-project/charter-guidelines/

Group Digital Timeline (35 points)[2]

The digital timeline assignment is designed to serve as an exercise in researching, analyzing, and presenting historical and/or contemporary events in multimedia. Students must create a digital timeline documenting key events or milestones associated with their topic. This timeline should include multimedia (e.g. audio, video) and/or maps in addition to text and a description of the event. These timelines may be created with one of the following tools:

- TimelineJS
- StoryMapJS
- Tiki-Toki
- Dipity

Students must obtain permission from the professor if they seek to complete this project with another timeline application.

Timelines must include the following elements:

- **Clearly state the topic** at the beginning of the timeline. The topic should be highlighted at the beginning of the timeline. In other words, the design should clearly note what is being examined.
- Offer clear themes or rationales for why examples are selected. **A through-line linking the items** on the timeline should be apparent.
- Complete a minimum of **ten entries** on the timeline.
- **Present information in a variety of formats**. The timeline is not overly text heavy. The timeline communicates information to the reader through multiple means demonstrating a students' engagement with an array of sources.
- **One multimedia source must accompany each entry**. Multimedia should be varied and must include proper citation. **All images must be in the public domain and fair use.** Examples of appropriate multimedia sources include, but are not limited to: Twitter, Flickr, Google Maps, Instagram, YouTube, Vimeo, Wikipedia, and SoundCloud.
- **All entries must be fact checked**. Merely copying and pasting from a source is insufficient. You must verify that it is true by checking it against academic or scholarly sources.
- All entries must be polished — **free from typographical or grammatical errors.**
- All entries **must be annotated with text of your own authoring**. In other words, your own original description must accompany each entry. **No direct quotes, unless the quotes enhance your timeline.**

Example of digital timeline projects include:
- Game Studies and Design at University of Montevallo, http://libguides.montevallo.edu/gsd210projects
- The "American Century" Geospatial Timeline, http://www.briancroxall.net/timelines/AmericanSurveyTimeline2010.html
- Love and Marriage: A History of Marriage in Great Britain and the US from the Early Modern Period (1500) to the Present (2014), http://www.tiki-toki.com/timeline/entry/227613/Love-and-Marriage/

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[2] Guidelines adapted from:
http://isites.harvard.edu/fs/docs/icb.topic1278977.files/Assignment%204%20Timeline%20Update%20OR%20Blog%20Post/timeline%20assignment%20update%20guidelines.pdf

- The History of Cryptography,
  https://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1Vjq-EFFDNEYM6rgon8bKox2g5W-rQbQtNUete0Q0kpI&font=Default&lang=en&initial_zoom=2&height=650

Group Recorded Presentation (25 points)

Students must record a **five-minute** video of their timeline presentation. Students should use screencasting software (e.g. Camtasia Relay, Jing, Screencast-o-matic, iMovie, QuickTime). These videos should walk the viewer through the timeline and the features of the timeline.

Students will create a **script** for the video (in class time will be provided). This script should act as a guide for students as a method ensure a well-rehearsed and polished narrative for their voiceovers. Students are **strongly encouraged** to practice their presentations multiple times prior to recording the final version.

Students should **create a dynamic recorded presentation** through the integration of additional media (e.g. sound). The presentations should also **highlight the multimedia within the timeline.**

We will watch all of the videos in class. Students will be required to provide feedback on the videos. This is worth **ten points** (see last requirement for this project).

Peer Review of Recorded Presentations (10 points)

On the date listed in the syllabus, we will screen the group-recorded presentations. Students must assess the presentations and reflect on what they learned. Students will be required to integrate this analysis into their final reflections. Students must incorporate aspects of their reflections—what they learned from their peers' presentations—into the final course assignment. The final reflection assignment will be discussed on the date listed in the syllabus. This assignment is 10% of students' final grades.

Group Project Assigned Group:

This packet must be completed and turned in on the date listed on the syllabus at the beginning of class.

Timeline Link:

GROUP DIGITAL TIMELINE GRADING CRITERIA[3]

- ☐ **Exceptional:** Focused and coherently integrates examples with explanations or analysis; Demonstrates awareness of its own limitations or implications; Considers multiple perspectives when appropriate; Reflects in-depth engagement with the topic.
- ☐ **Satisfactory:** Reasonably focused; Explanations or analysis are mostly based on examples or other evidence; Fewer connections are made between ideas, and though new insights are offered, they are not fully developed; Reflects moderate engagement with the topic.
- ☐ **Underdeveloped:** Mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas; Reflects passing engagement with the topic.
- ☐ **Limited:** Unfocused, or simply rehashes existing sources; Displays no evidence of student engagement with the topic.

Title: The timeline has a creative title that accurately describes the material and is easy to find	_____/2
Quality of Content: Includes a comprehensive and varied collection of important dates and events; No major details are excluded; Events are clearly described using accurate and vivid language; The overall appearance of the timeline is pleasing and easy to read	_____/12
Quantity of Facts: Include at least 10 timeline events and multimedia	_____/2
Accuracy of Content: Facts are accurate for all events reported on timeline; Events are placed in proper order; An accurate, complete date has been included for each event	_____/12
Visual Presentation: Layout is consistent; Creators demonstrate a deep and thorough understanding of all technology and the chosen tool design process as required to create a masterful and professional project; Makes excellent use of font, color, graphics, effects, etc. to enhance the timeline	_____/5
Grammar and Mechanics: Punctuation, spelling, and capitalization are correct throughout; No errors	_____/2
TOTAL	_____/35

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[3] Adapted material from: http://chronicle.com/blogs/profhacker/a-rubric-for-evaluating-student-blogs/27196; http://www.readwritethink.org/files/resources/lesson_images/lesson398/rubric-timeline2.pdf

GROUP RECORDED PRESENTATION GRADING CRITERIA[4]

Students must create a **narrative script** to accompany their timeline. This will also allow students to ensure they **meet the criteria listed below** and **stay within the five-minute time length**. An exceptional recorded presentation will include the following components: demonstrates diligent planning and sufficient practice; script reflects drafting and revising; appropriately references external sources and documents them with a credit slide at the end.

Voiceover: Voice quality is clear and consistently audible throughout the presentation; Reflect careful drafting, revision, editing, and proofreading of the script.	_____/5
Content: Included events are important and interesting; Events are clearly described using accurate and vivid language; Content is engaging -- viewer is left with thought-provoking ideas	_____/3
Music and Sound Effects: Voiceover, background music and other audio assets are layered effectively so that one medium is heard most clearly at a time; Meaningfully integrated with other media.	_____/2
Pacing and Use of Time: The voiceover and other media are presented neither too fast nor too slow; rhetorically effective increase and decrease of speed in the presentation of materials. Since digital "stories" should be short, the student has saved time and communicated the message in a precise and concise manner. No words, images, or sounds are redundant or rhetorical out of sync.	_____/5
Synthesis and Coherence: All the elements and parts of the work rhetorically fit together and are effectively presented within the overall logical framework. For instance, images and sound effects that are meant to illustrate and enhance a verbal statement do not conflict with the text or with each other.	_____/6
Credits/Citations: Credits page is at the end that accurately and correctly cites external sources.	_____/2
Grammar/Mechanics: The student has paid sufficient attention to grammar, spelling, mechanics, and other linguistic issues in the voiceover, captions, and other places where verbal language is used.	_____/2
TOTAL	_____/25
COMMENTS:	

SELF-ASSESSMENT

1. **How effectively did your group work?**

2. **How effective was the group contract? Do you believe that you met the requirements stated in the contract?**

3. **What did you wish you had known prior to the start of this project?**

I **communicated** at a high level. I was **easily accessible** via email or other non-in-class forms of communication.	_____ / 2
I **consistently contributed** to the project.	_____ / 1.5
I **exceeded expectations concerning the project's direction, creativity, and overall presentation.**	_____ / 1.5
I **took the initiative to ensure the project would be a success.**	_____ / 2
My **overall contribution** to the project.	_____ / 3
TOTAL SCORE	_____ / 10
ADDITIONAL COMMENTS	

PEER ASSESSMENT

Group Member #1 Name: _____

Group member **communicated** at a high level. Group member was **easily accessible** via email or other non-in-class forms of communication.	_____ / 2 points
Group member **consistently contributed** to the project.	_____ / 1.5 points
Group member **exceeded expectations concerning the project's direction, creativity, and overall presentation.**	_____ / 1.5 points
Group member **took the initiative to ensure the project would be a success.**	_____ / 2 points
Group member's **overall contribution** to the project.	_____ / 3 points
TOTAL SCORE	_____ / 10 points

Group Member #2 Name: _____

Group member **communicated** at a high level. Group member was **easily accessible** via email or other non-in-class forms of communication.	_____ / 2 points
Group member **consistently contributed** to the project.	_____ / 1.5 points
Group member **exceeded expectations concerning the project's direction, creativity, and overall presentation.**	_____ / 1.5 points
Group member **took the initiative to ensure the project would be a success.**	_____ / 2 points
Group member's **overall contribution** to the project.	_____ / 3 points
TOTAL SCORE	_____ / 10 points

Group Member #3 Name: _____

Group member **communicated** at a high level. Group member was **easily accessible** via email or other non-in-class forms of communication.	_____ / 2 points
Group member **consistently contributed** to the project.	_____ / 1.5 points
Group member **exceeded expectations concerning the project's direction, creativity, and overall presentation.**	_____ / 1.5 points
Group member **took the initiative to ensure the project would be a success.**	_____ / 2 points
Group member's **overall contribution** to the project.	_____ / 3 points
TOTAL SCORE	_____ / 10 points

Additional Questions —
- What was the level of their work product? Did they strive for excellence, pay attention to detail, check for errors, and complete accurate and thorough research?
- Did your group members master or improve an area of technical expertise to strengthen the project? Were they willing to take on responsibilities and to gain experience outside of their comfort zone?
- How well did they treat others with respect and develop cooperative relationships that were mutually beneficial to the project? Did they meet the requirements of the group contract and fulfill commitments and group objectives?
- Did they effectively communicate with all group members regarding their ability? Did they ask for help or feedback and integrate these comments into their work product? Did they manage their time effectively or did they procrastinate and hinder group progress?

_____

_____

_____

Please write in the margins or near the particular group member's assessment, if necessary.