

Virtual Study Abroad Program in Spain, Morocco, and Nigeria: Circle of Care for Global Health and Human Rights

Summer 2020 Program Handbook

<https://studyabroad.wisc.edu/program/?programId=330219>

UW Circle of Care for Global Health and Human Rights is a new virtual study abroad program that expands the idea of a “Global Field Course Experience” and allows students to address issues of sex-trafficking and human rights violations by engaging with individuals and organizations on the ground in Spain, Morocco, and Nigeria in an online format. This program is offered by the College of Agricultural and Life Sciences (CALS) in partnership with International Academic Programs (IAP). This Program Handbook supplements information or materials you receive from your Program Leader and provides you with the most up-to-date information and advice available at the time it is posted. Changes may occur before or during the program dates.

This handbook contains the following sections:

- Contact Information
- Program Dates
- Pre-Program Orientation Session
- The Academic Program

Contact Information

Questions about the program activities and assignments should be directed to the Program Leader, Professor Araceli Alonso. Questions about course credit and registration deadlines should be directed to your Study Abroad Advisor. Financial questions can be directed to the program Financial Specialist.

Program Leaders

- Primary Program Leader: Araceli Alonso, PhD (based in Madison), aalonso@wisc.edu
- Co-leader: Esperanza Jorge, PhD (based in Spain), maspebeleten@gmail.com
- Program Assistant Jean Geran, PhD (based in Oshkosh), jmgeran@wisc.edu

Program Dates

Monday, May 24 – Sunday, June 13, 2020

Pre-Program Orientation Session

There will be a required online orientation held the week before the program begins to meet your Program Leaders and other participants, review program expectations, and address any questions that you may have at that time. You will receive more information about this soon.

The Academic Program

Successful completion of this program depends on synchronous participation in all scheduled activities, a final project, and any other assigned work. This will require using a number of technological platforms, so please make sure that you have access to a reliable internet connection and computer during the program dates. If you have concerns about this, please reach out to your Program Leader and Study Abroad Advisor.

Academic Credit

You may earn 3 credits of Nutritional Sciences 421 or Gender and Women’s Studies 661 through this program.

Course Information

This course and study abroad program are approved as a field experience for the Global Health Certificate. Students must have completed at least one of the Certificate of Global Health's core classes prior to program start.

Virtual Field Study

Be aware that a virtual field study can be stressful for many reasons. Students will be spending significant amounts of time at the computer and this might be uncomfortable. Students will meet local individuals and may face language barriers and cultural differences. As a virtual field study participant, students will be expected to be a team member. Students will be with the same classmates and Program Leaders for many hours each day as you participate in workshops, discussions, program activities, and assignments. The schedule will be intense and you will be expected to actively participate and engage with the academic content, activities, and individuals you will encounter. Please anticipate these challenges and be ready to address them with respect and grace. Your Program Leaders and Study Abroad Advisor are there to help students with difficult situations, to encourage open conversations, and to build greater understanding.

During a virtual field study, students "visit" many sites, perhaps even multiple in one day. At many of these sites, the people students interact with have typically volunteered their time to teach about their organizations / culture / country. It is essential to remain open minded and respectful, and considerate with everyone you meet throughout the program. Keep in mind that each site offers firsthand experiences and opportunities to learn about the local people, culture, and programs.

Most importantly though, a virtual field study provides opportunities to build connections between both participants and locals. Students are challenged to think outside the box and oftentimes quickly make decisions. Being proactive and deliberate during workshops and "site visits" can help students feel more connected to their program and local culture, especially considering the short duration. The rewards of a virtual field study are only limited by what the student can achieve, so we encourage every participant to embrace their unique experience.

Program Description

In a time when the meaning of borders has dramatically shifted, the COVID 19 pandemic has given us the chance to reflect on the construction of geopolitical, social, and health borders. In times when we are self-isolating and imposing strict personal borders, we have seen how disease is borderless and how global health, human rights, and general wellbeing depend on global solidarity, creativity and cooperation. This course will help us reexamine borders and explore not only human trafficking and human rights but also the world and ourselves.

This virtual course will cover three of the key territories on the route of migrant women from West Africa (specifically Nigerian women): Spain, Morocco and Nigeria. It will take place over three weeks, one for each territory. In each territory there will be two organizations that will manage the infrastructure, technology and resources (human and material) necessary to carry out the virtual activities.

Documentation and support material will be uploaded in CANVAS to contextualize migration, human trafficking and human rights. In addition, every morning program leaders will upload the agenda for the day including the expectations and the learning outcomes. Various digital platforms will be used throughout the program as appropriate.

This course will use trauma-informed virtual participatory techniques and collective discourses to develop a circle of Care and Communication between UW students/course leaders, victims/survivors, and staff of organizations. In order to elevate the experiences and suppressed voices of victims and survivors of

human trafficking, this course will heavily rely on collective narratives and life stories, drawing upon the lived experience, leadership, wisdom, and courage of these remarkable human beings. “Care” and “communication” techniques will be used to approach victims/survivors in a virtual way. Our goal is to open up virtual spaces for interaction and communication

Geographic Focus and Justification

Spain is one of the major destination countries in Europe for women and girls trafficked from African countries, primarily from Nigeria (Benin City), for the purpose of commercial sexual exploitation. Every year, hundreds of women and girls begin a tremendously dangerous and harsh trip throughout the African continent towards the North, with the dream of reaching Europe; by the time they arrive at the Spanish border with Morocco, most of them are already caught up in sex-trafficking networks. Morocco is a major transit country for migrants from sub-Saharan countries trying to reach Europe. In the last few years, however, strict border control initiatives established by the European Union between Spain and Morocco have resulted in an increased number of migrants who reside more permanently in Morocco, especially in larger cities like Rabat and Casablanca.

UNESCO Chair on Gender, Wellbeing, and a Culture of Peace at UW-Madison

This course is offered within the institutional international framework of the UNESCO Chair on Gender, Wellbeing, and a Culture of Peace at UW-Madison. UNESCO’s mission during these difficult times of COVID 19 pandemic, is to strengthen education systems to ensure international collaboration and prevent abuse, exploitation and other human rights violations. Investing in virtual education during this crisis would help to increase resilience and social cohesion across communities, organizations and academic institutions.

The UW UNESCO Chair is pursuing a line of work with the 4W UW-Madison STREETS Project (Social Transformations to End the Exploitation and Trafficking for Sex) on human and sex-trafficking as extreme violations of human rights. Through its transnational collaborative nature, the 4W-UNESCO Chair is devoted to foster community engagement and applied research, as well as interdisciplinary and intersectoral dialogue with specific pragmatic goals to combat human and sex-trafficking.

LEARNING OBJECTIVES

The following learning objectives cover personal, academic and professional aspects of Global Health, Gender and Women’s Studies. These goals also fulfill the priorities of the UNESCO Chair on Gender, Wellbeing and Culture of Peace.

- Define human trafficking in historical and geographical contexts, and gain an understanding of the scope and magnitude of human trafficking, both domestically and internationally
- Contextualize key terminology associated with human trafficking
- Use different trauma-informed virtual tools and techniques to identify different aspects of the trafficking process
- Understand the construction of silence in the lives of victims and survivors
- Through collective narratives based primarily on the visual arts (painting, collage, photography, etc.), help the staff of organizations, and also victims and survivors to find and use their previously silenced life experience.
- Recognize the roles of various disciplines, organizations and professionals working on anti-trafficking efforts
- Understand sex trafficking from multiple perspectives including non-governmental organizations, governmental organizations, academics and researchers, civil society, victims and survivors
- Engage in a series of educational virtual workshops and activities with international human rights activists, survivors, government agencies, and non-governmental organizations
- Understand and analyze the demand side of trafficking

- Identify efforts undertaken in Spain and Morocco to assist trafficking victims, prosecute traffickers, prevent trafficking, and reduce the demand for commercial sex
- Share final projects with specialized anti-trafficking organizations in Spain, Nigeria, Morocco

The advocacy-training component of this program will focus on topics related to the mechanics of commercial sexual exploitation with attention to supply and demand issues, vulnerability factors, immigration legislation, and the overall impact on survivors' rights, health, and their status in society. Students will learn about the physical and psychological health consequences as well as principles for promoting the human and health rights of trafficked women and girls. This program will give a deep perspective on the connections between global and local by focusing on the lives of trafficked persons, the work of traffickers, and both the opportunities and limitations for action by policymakers, law enforcement, researchers, and human rights activists.

Participating Organizations

SPAIN

- Proyecto Esperanza Organization, Madrid, <https://www.proyectoesperanza.org/>
- Women in Conflict Zone Organization (MZC), Almeria, <https://www.mzc.es/>
- Oblates, Alicante, http://oblatas.com/social.php?apto=02&subapt=0202&nom_sub=Proyectos&sbs=si

MOROCCO

- Minority Globe Organization, Rabat, <https://theminorityglobe.wordpress.com/>
- Delegación diocesana de migraciones, Nador, <https://diocesistanger.org/delegacion-diocesana-de-migraciones/>

NIGERIA

- African Child Foundation, Calabar, Cross River State, <https://africanchild2020.jimdofree.com/>
- Idia Reinnaissance Organization, Benin City, Edo State, <https://www.endslaverynow.org/idia-rennaissance>

Grading

Participation	50%
Final Group Project	50%

Participation and Attendance: Daily attendance and participation through our virtual platform is required. The following criteria will be used to determine grades for participation and attendance:

Grade A, students:

Never miss class, always complete assigned readings and/or specific homework of the day. Students come to class well prepared, think carefully and critically, and reflect on class materials. Students often take the lead in discussion, pose interesting questions or answer difficult questions, avoid dominating discussion, and participate mindfully in discussion. Students respond thoughtfully and respectfully to classmates' comments and ideas. In general, students share their passion and their commitment, and help to create a sense of strong intellectual community.

Grade AB, students:

Do most of what A students do, but may be slightly deficient in one area – for instance, students may be thoughtful readers but not good listeners to other students. In other instances, students may dominate the conversation instead of engaging in productive

discussion. Students may have been late to class a few times, or may have missed some homework or other class assignments.

Grade B, students:

Participate often, but not consistently. Students attend every class and do all the readings and assignments but avoid taking the lead in discussion, instead only responding to questions or adding periodically to other students' ideas. In other instances, students may participate well but may have missed a class and failed to submit a makeup assignment when available.

Grade BC, students:

May participate in discussion frequently but superficially, not reflecting well on the issues of the course.

Grade C, students:

Are sometimes prepared, for example participating in some classes but missing two or more classes without submitting a makeup assignment when available. Students may rarely participate in discussion.

Grade D, students:

Very rarely participate, and only in superficial ways. Students have missed three of more classes.

Grade F, students:

Have missed three or more classes without submitting makeup assignments when available. Students attend most classes but never participate.

Final Group Project:

The final project will be a compilation of the knowledge and materials learned in the course. Students will work digitally in small groups, select a topic with the help of the instructors and organizations, and will develop the project in different formats depending on the project—poster, flyer, video clip, etc. to be shared with the organizations and used in origin-Nigeria, transit/Morocco, and/or destination-Spain. Each project will be accompanied by a written document 2-4 pages in which key ideas will be reflected.

Letter Grades will be based on the following scale:

A 93-100	C 70-77
AB 88-92	D 65-69
B 83-87	F under 65
BC 78-82	

Tentative Program Schedule:

Most program activities and interactive workshops will take place between 9:00 AM 12:00, although some days we will finish at 2:00 PM each day; the schedule is subject to change, so please keep your calendar as flexible as possible during the program dates (May 24-June 13) from 9:00AM to 2:00PM.

Week 1 – Spain

Main Topics: Contextualization of European destination and demand sites. Introduction to the course. Exploring destination sites of human trafficking—Madrid and the Mediterranean (Benidorm city). What does “destination” mean for women who have migrated for central-west Africa and who have been

involved in trafficking networks? Interaction with Nigerian women in destination sites, some of them in rehabilitation and others still in trafficking networks; creative interviews based on lived experiences, personal narratives through the arts. Legal aspects of trafficking in destination.

Week 2 – Morocco

Main Topics: Contextualization of migration route from West Africa. Control and outsourcing of European borders from the human rights perspective. African migration and gender. Strategies and resources to support the migrant population during their transit in Morocco, especially women. Creative interviews with migrant women through the arts, some still in trafficking networks hoping to arrive in destination countries: What does Europe mean while still in transit? Reconstruction of migration and trafficking routes through the arts—body expression.

Week 3 – Nigeria

Main Topics: Conceptualization of Nigeria as the main country of origin in trafficking for sexual exploitation in Europe. Sociocultural keys to approach the characteristics of Nigerian Trafficking. Recruitment of victims of trafficking. Trafficking networks. What is happening in Nigeria? More precisely, what is happening in Benin City? Vulnerabilities. Prevention and sensitization programs. Voluntary return and deportation programs. Creative interview with women who have returned to Nigeria after being trafficked.

Week 1: SPAIN Contextualization of European destination and demand sites	
Monday May 24	<p>9:00-11:00 Course Introduction with course leaders Araceli Alonso and Esperanza Jorge. Course expectations, format. Human trafficking and migration collaborative test, discussion and debate.</p> <p>11:00-12:00 Proyecto Esperanza. Creative interviews with a woman, or women, survivor(s) in rehabilitation. What is Spain for Nigerian women?</p>
Tuesday May 25	<p>9:00-10:00 Briefing with course leaders: the importance of the life story in identification</p> <p>10:00-12:00 Women in Conflict Zone. Legal intervention seminar on African women in trafficking situations, impediments and alternatives in human rights.</p>
Wednesday May 26	<p>9:00-10:00 Briefing with course leaders: creative narratives</p> <p>10:00-12:00 Proyecto Esperanza. Seminar on models of intervention and protection for rehabilitation of victims of trafficking.</p>

Thursday May 27

9:00-10:00 Briefing with course leaders: health and body of migrant women

10:00-11:00 **Proyecto Esperanza**. Creative interviews with a woman, or women, survivor(s) in rehabilitation. What is Spain for Nigerian women?

Friday May 28

9:00-10:00 Briefing with course leaders: differences and similarities between the protocol in the USA and Spain

10:00-12:00 **Oblatas-Alicante**. Creative interview with migrant women in destination, still in situation of vulnerability, exploitation and trafficking. What is Spain for Nigerian women?

12:00-14:00 Debriefing with course leaders: Review of the week

Saturday May 29

Reflection day with questions and guided instructions. Students work independently and in small groups.

Sunday May 30

10:00-12:00. Group presentations based on week learnings and reflections.

Week 2, MOROCCO

Contextualization of migration route from West Africa. Control and outsourcing of European borders from the human rights perspective

Monday May 31

9:00-10:00 Briefing with course leaders: Locating Morocco on the migration route. Show maps, locate ourselves, and locate others on routes and borders

10:00-12:00 **Delegación Diocesana de Migraciones**. African migration and gender seminar. Strategies and resources to support the migrant population, especially women.

Tuesday June 1

9:00-10:00 Briefing with course leaders: The outsourcing the European border

10:00-11:00 **Minority Globe**. Creative interview (music) with a migrant woman, or women, in Morocco: How would they draw the land migration route for women?

11:00-12:00 **Minority Globe.** Creative interview (music) with a migrant woman, or women, in Morocco: What sounds would you relate to the different stages of the road (the desert, the sea, the camps, etc.)?

Wednesday June 2

9:00-10:00 Briefing with course leaders: Artistic mediation and resilience

10:00-12:00 **Minority Globe.** Seminar on social intervention with migrant women through the arts.

Thursday June 3

9:00-10:00 Briefing with course leaders: racism

10:00-11:00 **Minority Globe.** Creative interview (collage) with a migrant woman, or women, in Morocco: How would they draw the land migration route for women?

11:00-12:00 **Minority Globe.** Creative interview (collage) with a migrant woman, or women, in Morocco: How would they draw the land migration route for women?

Friday June 4

9:00-10:00 Briefing with course leaders: Participation in civil society of migrant women

10:00-11:00 **Minority Globe.** Creative interview (body expression) with a migrant woman, or women, in Morocco: How would they draw the land migration route for women?

11:00-12:00 **Minority Globe.** Creative interview (body expression) with a migrant woman, or women, in Morocco: How does the road affect the bodies of migrant women?

12:00-14:00 Debriefing with course leaders: Review of the week

Saturday June 5!!! Enjoy Free time!!!

Sunday June 6

Reflection day with questions and guided instructions. Students work independently.

Week 3: NIGERIA

Contextualization of Nigeria as the main country of origin in trafficking for sexual exploitation in Europe. Sociocultural keys to approach the characteristics and bases of the Nigerian trafficking

Monday June 7

9:00-10:00 Briefing with course leaders: Locating Nigeria from the documentary *Irioweniasi. El hilo de la luna*

10:00-12:00 **African Child Foundation.** Seminar on trafficking of young Nigerians to Europe: causes, ways of recruitment and transfer, ways of stopping and intervening.

Tuesday June 8

9:00-10:00 Briefing with course leaders: Family, community structure or support networks

10:00-11:00 **African Child Foundation.** Creative interview (documentary) a migrant woman, or women, in Morocco: What is happening in Nigeria to link youth migration to human trafficking?

Wednesday June 9

9:00-10:00 Briefing with course leaders: Education and unschooling

10:00-12:00 **Idia Reinnassance** Seminar on Nigerian trafficking: causes and forms of recruitment, and transfer. Progress in the fight against Nigerian trafficking. Prevention and sensitization programs. Voluntary return and deportation program.

Thursday June 10

9:00-10:00 Briefing with course leaders: Beliefs and debts

10:00-11:00 **Minority Globe.** Creative interview with a migrant woman, or women, in Morocco: What is the yuyu and what role does it play in debt-bondage?

Friday June 11

9:00-10:00 Briefing with course leaders: Women builders of the future

10:00-11:00 **Minority Globe.** Creative interview (collage) with a migrant woman, or women, in Morocco: What would need to happen in Nigeria, on in route to Europe, or in Europe for the women not to experience exploitation and human trafficking?

11:00-13:00 Debriefing with course leaders: Review of the week

Saturday June 12

Work on final projects

Sunday June 13

10:00-12:00 Share in-progress final projects. Students will have one week to finalized their projects. Final projects will be delivered any day/time before the deadline on June 20 11:59 (Madison time).

Accessibility

“No otherwise qualified person with a disability in the United States shall, solely by the reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance” (Section 504 of the Rehabilitation Act of 1973). The University of Wisconsin-Madison complies with all applicable federal and state non-discrimination law and supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life.

Please let us know if you require any alternative accommodations or if you have any accessibility concerns that may affect your performance in this course. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

Plagiarism and Academic Misconduct

Plagiarism means presenting the words or ideas of others without giving them credit. It is your responsibility to learn what constitutes plagiarism and the correct rules for citing sources. In general, if your paper implies that you are the author, the ideas and words must be your own. If you use someone else’s exact words, they should be enclosed in quotation marks with the exact source listed. Please, refer to the Dean of Students’ web page for further information: www.wisc.edu/students/amsum.htm.

Institutional Statement on Diversity

“Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.”