

Sex Trafficking: Building Solutions WST 3114

Fall 2018 Syllabus

	MMC	BBC
Day	T / TH	M / W / F
Time		
Location	AHC3	AC2
Office Hours		
Instructor	Sandy Skelaney	
E-mail	sskelane@fiu.edu	
Phone		

COURSE DESCRIPTION

SEX TRAFFICKING provides a critical examination of global and domestic sex trafficking from a multi-disciplinary and social justice framework. Sex trafficking is a form of human trafficking that includes among its victims, women, men and children who through force, fraud or coercion, are subject to sexual exploitation.

Students will acquire the ability to analyze the dynamics of sex trafficking against the socio-cultural, political, economic and historical frameworks of slavery, oppression and the global sex industry. Through a trauma-informed feminist lens, students will examine the ways in which psychological, cultural, social and political issues intersect with gender, race, class, sexuality, ethnicity/nationality and age in all stages of the trafficking experience from recruitment to exit.

An evaluation of and engagement with current debates and solutions in the anti-trafficking field will enable students to critically assess practical multi-disciplinary approaches that are employed to address the issue of sex trafficking and assist survivors. This course will highlight best practices in country policies as well as law enforcement, child welfare and NGO (non-governmental organization) responses and will invite students to submit their own original solutions to solving one of the world's most pervasive social problems.

COURSE OBJECTIVES

- Develop critical analysis skills through an in-depth examination of the global sex trade and the reality of sex trafficking beyond superficial media representations.
- Demonstrate enhanced understanding of how global systems of oppression cause and reinforce exploitation; how marginalized people and communities are overrepresented amongst those at risk; and how they are differently impacted by these experiences.
- Examine the challenges in collaboration and demonstrate how multi-disciplinary teams work together to identify and help survivors and stop traffickers.

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- Demonstrate understanding of the risk factors and impact of trafficking; survivors' psycho-social needs; and effective, trauma-informed service delivery to those seeking assistance.
- Apply critical analysis to current policy and practical approaches to sex trafficking.
- Engage professional skills in creating solutions through policy paper and grant writing, multi-disciplinary team negotiations and pitching program proposals to "funders".

STUDENT LEARNING OUTCOMES

Students will be assessed on their ability to demonstrate:

- A detailed knowledge of sex trafficking and current debates in the anti-trafficking field
- Engagement with an intersectional social justice framework in contextualizing sex trafficking
- Understanding of core psycho-social concepts of risk, trauma and recovery specific to survivors of sex trafficking
- Critical analysis of the various systemic responses to addressing the issue of sex trafficking
- Successful collaboration and solutions-building around a complex problem within groups
- Strategic thought in the development of and justification for feasible and sustainable policy and program design

GLOBAL LEARNING OUTCOMES

- Students will be able to demonstrate an understanding of the interrelatedness of local, global, international, and intercultural issues, trends, and systems that contribute to the proliferation of and response to sex trafficking.
- Students will be able to conduct a multi-perspective analysis of local, global, and international system responses to sex trafficking and the commercial sex industry
- Students will be able to demonstrate willingness to engage in team-based problem solving activities to address the issue of sex trafficking from a local, global, intersectional and multi-disciplinary perspective.

CO-CURRICULAR ACTIVITIES

This course integrates co-curricular components to deepen the understanding and evaluation of the way in which sex trafficking and the global sex trade responds to specific cultural, political, historical or economic frameworks. Activities may include:

- Events sponsored by local anti-trafficking organizations to enhance the experience and understanding of the issue and connect students with the professional network and local actions being undertaken to combat human trafficking
- Guest speakers, in person or via video, who are national sex trafficking survivor leaders
- Guest speakers/lectures from local anti-trafficking organizations to enhance an understanding of the issue and work being undertaken in the field.

These activities will be organized on a contingency basis and will depend on the availability of the speakers.

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EVALUATION AND GRADING

All assignments listed below ask students to critically engage with the course material, apply it and extend it as necessary. Exclusive of the Final take-home exam, all assignments were developed to contribute to classroom discussion and debate.

Distribution of Course Grade:

- Attendance and Participation (10%)
- Policy Papers (20%)
- Journals (10%)
- Debate Participation and Reflection (10%)
- Mock MDT Staffing Participation and Reflection (10%)
- Grant Proposal (30%)
- Pitch Presentation (10%)

1. Attendance & Participation (10%)

Attendance is mandatory. Since this course relies heavily on class discussion, if you do not show up it affects everyone's ability to learn and benefit from the class. Tardiness and absenteeism will reduce your grade. If you miss three (3) class sessions without an approved excuse you will receive a 0% attendance grade. Please contact me immediately if you have an emergency or religious obligation that will prevent you from being in class.

2. Weekly Journals (10%)

- 10 journal entries are due in total.
- Submit in the Journals section on Blackboard prior to class on Mondays
- 1-2 pages in length

Journals are not graded on grammar or formatting. They are intended to demonstrate your engagement in the subject and free flow of thought around the issue of sex trafficking, not regurgitate what you learned. All journals must be related to sex trafficking to get credit, beyond that you are free to get creative. You may write your journal as a personal reflection, ask questions or address concerns you have and/or follow one of the suggested prompts below.

3. Policy Paper (20%)

- Copy turned in at the beginning of class
- 2-3 pages in length
- Single-spaced / 12pt. standard font / 1" margins

A policy paper is a research piece focused on a specific policy issue that provides clear recommendations for policy makers. Your policy paper is to be written following the provided guidelines and express your unique recommendations on a sex trafficking policy issue. We will discuss writing requirements in class.

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4. Debate Reflection (10%)

- 1-2 pages
- Submitted on Blackboard

There will be an in-class debate on the hot topic of prostitution policy. Come prepared by having completed the readings before class. Full points are awarded for attendance and participation in the activity *and* submission of the reflection by the following Monday. Prompts will be provided for the assignment.

5. Mock Multi-Disciplinary Team Staffing Reflection (10%)

- 1-2 pages
- Submitted on Blackboard

There will be an in-class case study exercise where you will role play different members of a multi-disciplinary team and collaboratively come to a determination on the next course of action to take for a "victim". Full points are awarded for attendance and participation in the activity *and* submission of the reflection by the following Monday. Prompts will be provided for the assignment.

6. Program Grant Proposal (30%)

- Group project
- Hardcopy turned in at the beginning of class
- 7-10 pages
- Single-spaced / 12pt. standard font / 1" margins
- Cover page with authors' names and table of contents

Your final project is to design a program that addresses the problem of sex trafficking and write a grant proposal requesting financial support for your venture. This assignment is the practical synthesis of what you have learned in this course. The goal of this final project is to use your knowledge about sex trafficking and your opinion on how to address the problem to create a solution. The solution to the problem can be created using any model: a nonprofit, social impact corporation, governmental program or hybrid approach can be used. There are no wrong answers. Creativity, teamwork and mindful planning and organization will be rewarded. Be prepared to do a self-evaluation and an evaluation of your teammates. A guide to writing a proposal is in the readings and we will dedicate time in class to learning this valuable skill.

7. Pitch Presentation (10%)

- Group presentation
- 9 minutes
- Powerpoint or Prezi

Your final exam is to present the solutions you have created to address the issue of sex trafficking. "The pitch" is an art and an essential skill to learn for business and anytime you need to sell an idea, service or product. A great pitch is short, impactful and to the point. Groups will be evaluated by a panel of experts and given feedback.

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COURSE JUSTIFICATION

This course aims to provide a critical introduction to American and global sex trafficking, engaging students in active inquiry of intersectional gendered experiences of victims and multi-disciplinary responses to this severe form of trauma.

Students use critical thinking and strategic planning skills to develop insightful and creative approaches to addressing this complex global social problem through personal reflection and engagement with policy and program design with diverse groups and opinions.

This course will enhance the curriculum for the Women's and Gender Studies B.A. degree by offering a women's and gender studies that focuses on the examination of a currently trending social issue through a gendered, intersectional, and multi-disciplinary lens, and utilizing innovative social entrepreneurship tools and professional skills building to prepare students for wide-range of careers. This course is also relevant to interested students studying the various disciplines who collaborate professionally around human trafficking such as social work, psychology, criminal justice, public health, international relations, law and medicine, among others.

REQUIRED TEXTS

Lloyd, Rachel. *Girls Like Us* (New York: NY: HarperCollins, 2011)

Musto, Jennifer. *Control and Protect* (Oakland, CA: University of California Press, 2016)

Foot, Kirsten. *Collaborating Against Human Trafficking* (New York, NY: Rowman & Littlefield, 2016)

Additional readings posted on Canvas

ACADEMIC INTEGRITY

All students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. As a student of this university, you have committed to being honest in your academic endeavors, not representing someone else's work as your own, not cheating and not aiding in another's cheating. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

STUDENTS WITH SPECIAL NEEDS

Students with special needs are invited to consult with me about necessary accommodations to ensure their optimal performance and learning experience in this course.

COURSE CAUTION!

I keep it real in this course. I don't sensationalize issues that are very complex, nor do I push uncomfortable conversations under the rug. In order to help you fully understand the topic, you will hear adult language and information that may be upsetting or disturbing to you. ** Please honor your needs

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if you are being emotionally triggered. Practice self-care. It's okay to step out if you are having difficulty handling the course content. If you are a survivor or having an emotional response to the issue, please feel free to discuss this with me in advance or at any time during the course if you want to. I am here to help. The Counseling Center on campus is a great resource. Make an appointment at (305) 348-2277 or call the 24-hour hotline (305) 348-3000.

GENERAL EXPECTATIONS

1. **Attend classes, be on time, be prepared** and not disrupt class by arriving late or leaving in the middle of class. I will be on time, prepared and return assignments as promptly as possible.
2. **Be engaged** in the class. Have an opinion and don't be afraid to express it. Ask questions, participate in discussions and be an active listener. If you are having trouble feeling engaged for whatever reason - please discuss this with me, so we can address it.
3. **Turn in assignments** by the required deadlines. Work turned in after due dates will be reduced ½ letter grade for each day late. Grades are fair and not negotiable. If you are giving your best effort and engagement, you should see success in this class.
4. **Be mindful.** How you do anything is how you do everything. It's not just about your great ideas and opinions, it's also about how you present them on paper or in discussion. You can be the most brilliant thinker but without the ability to convey your thoughts and influence others, your ideas won't be heard. Factors that affect your ability to influence others are: aesthetics, eloquence, grammar and punctuation, organization of ideas, active listening skills, being respectful, public speaking skills and more. Use this class as a practice being mindful of the work you produce.

GUIDELINES FOR CLASS PARTICIPATION

1. Acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist.
2. Acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, and the like, is that we are all systematically misinformed about our own group and about members of other groups. This is true for members of privileged and non-privileged groups.
3. Agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.
4. Agree not to label "victims" for the conditions of their lives.
5. Assume that people from both the groups we study and the members of the class--always do the best they can.
6. Actively pursue information about our own groups and those of others.
7. Share information about our groups with other members of the class, and never demean, devalue, or in any way "put down" people for their experiences.
8. Agree to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.
9. Create a safe atmosphere for open discussion. If members of the class may wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request that the class agree not to repeat the remarks.

NOTES: These guidelines were initially developed by Lynn Weber, currently the Director of Women's Studies and a Professor of Sociology at the University of South Carolina. To read more about the guidelines, see Lynn Weber Cannon, "Fostering Positive Race, Class and Gender Dynamics in the Classroom," Women's Studies Quarterly, Vol. 18, Spring/Summer, 1990.

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CLASS SCHEDULE

WEEK 1 SEX TRAFFICKING IN CONTEXT		
QUESTION <ul style="list-style-type: none">What are human trafficking and sex trafficking and how are they different from other related phenomena such as sex work, immigration and smuggling?		
M	COURSE OVERVIEW READINGS <ul style="list-style-type: none">Syllabus	
W	WHAT IS HUMAN TRAFFICKING? READINGS <ul style="list-style-type: none">Human Trafficking. Ch 1, pp. 3: "Intro to Human Trafficking"	
F	SEX WORK vs. SEX TRAFFICKING READINGS <p>Language and sensitivity (images: what is happening here?)</p>	
WEEK 2		
QUESTION <ul style="list-style-type: none">What are the limitations of data collection and why is it so challenging to collect data on trafficking?What can history tell us about "modern slavery"?		
M	DATA & TRAFFICKING NUMBERS READINGS <ul style="list-style-type: none">Polaris Project "Sex Trafficking in the U.S.: A Closer Look at U.S. Citizen Victims." 2014 Report of the National Human Trafficking Resource Center. www.polarisproject.org.Stephanie J. Nawyn, Nur Banu Kavakli Birdal & Naomi Glogower (2013) "Estimating the Extent of Sex Trafficking," <i>International Journal of Sociology</i>, 43:3, 55-71	JOURNAL DUE 12PM
W	SLAVERY AND ABOLITION THEN AND NOW READINGS <ul style="list-style-type: none">Human Trafficking, Ch 2 pp. 24: Historical Perspective: Slavery Over the Centuries	

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	<ul style="list-style-type: none"> • Quirk, Joel and Genevieve LeBaron. "The Use and Abuse of History: Slavery and its Contemporary Legacies." www.opendemocracy.net. • Steward, James Brewer. "The 'New Abolitionists' and the Problem of Race." www.opendemocracy.net. 	
F	STRATEGIES FOR CHANGE: ENGAGING STAKEHOLDERS & RESOURCES	
WEEK 3 		
QUESTION		
<ul style="list-style-type: none"> • <i>What individual and societal factors make people vulnerable to sex trafficking?</i> • <i>How do our experiences and social positions influence our ability to utilize free will in making choices to participate in the sex industry?</i> 		
M	NO CLASS LABOR DAY	JOURNAL DUE 12PM
W	RISK & VULNERABILITY READINGS <ul style="list-style-type: none"> • Handout: "Risk Factors" • <i>Girls Like Us. 1-5</i> <p><i>Human Trafficking. Ch. 3 pp. 51: "Sociological Perspective: Underlying Causes."</i></p>	
F	UNPACKING CHOICE READINGS <ul style="list-style-type: none"> • Lloyd, Rachel. <i>Girls Like Us. 6-10</i> • Jordheim, Alisa. <i>Made in the USA: The Sex Trafficking of America's Children. Ch 5, pp. 103-135. "Survival Sex and Male Exploitation."</i> 	
WEEK 4 		
QUESTION		
<ul style="list-style-type: none"> • <i>What are the characteristics of different forms of sex trafficking?</i> • <i>How does the experience of trafficking lead to trauma and post-traumatic stress disorder?</i> 		
M	"LIFE IN THE GAME" READINGS <ul style="list-style-type: none"> • Lloyd, Rachel <i>Girls Like Us. 11-16</i> • POLARIS TYPOLOGY <p>Dalla, Rochelle. <i>Exposing the 'Pretty Woman' Myth. "Life in 'the Game.</i></p>	JOURNAL DUE 12PM

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W	THE TRAUMA OF TRAFFICKING READINGS	
F	MOVIE PT. 1 Trading in Women	
WEEK 5 		
QUESTION <ul style="list-style-type: none"> • <i>How might the consequences of trafficking affect the survivor in the short term and long term?</i> • <i>In what ways is the experience of trafficking different for boys, transgender individuals and those with other non-normative gender identities and sexual orientations?</i> 		
M	IMPACT ON SURVIVORS READINGS <ul style="list-style-type: none"> • HANDOUT: <i>Impact</i> 	JOURNAL DUE 12PM
W	BOYS & LGBTQ+: INVISIBLE VICTIMS GUEST SPEAKER: NATHAN EARL, ARMY ALLIANCE READINGS <ul style="list-style-type: none"> • Same Same But Different: A Gender-Based Study on the Vulnerabilities of Transgender Sex Workers in Bangkok's Sex Industry • Bastedo, Timothy. The Commercial Sexual Exploitation of Male Minors in the United States. <i>Page 14</i>. <p>And Boys too?</p>	
F	MOVIE PT. 2 TRADING WOMEN	
WEEK 6 		
QUESTION <ul style="list-style-type: none"> • <i>Why is sex trafficking often considered a women's human rights issue and why is a gendered approach necessary to combatting sex trafficking and exploitation?</i> • <i>How do social inequalities lie at the root of and perpetuate sex trafficking?</i> 		
M	TRAFFICKING AS A WOMEN'S HUMAN RIGHTS ISSUE READINGS <ul style="list-style-type: none"> • HANDOUTS • Palumbo, Letizia. "The Need for a Gendered Approach to Exploitation and Trafficking." <i>Open Democracy</i>. Aug. 14, 2015. 	JOURNAL DUE 12PM

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	<ul style="list-style-type: none"> • Human Trafficking, ch 5, pp. 88: Fear, Fraud, and Frank Complexities • Rivers-Moore, Megan. "Affective Sex: Beauty, Race and Nation in the Sex Industry." <i>Feminist Theory</i>. 14(2) 153-169, 2013. 	
W	<p>RACIAL INJUSTICE AND THE POLITICS OF TRAFFICKING</p> <p>READINGS</p> <ul style="list-style-type: none"> • Yale Law School article • Hooks, Bell. <i>Black Looks: Race and Representation</i>. "Selling Hot Pussy: Representations of Black Female Sexuality in the Cultural Marketplace." <p>Black Venus images. (What's happening here)</p>	
F	<p>STRATEGIES FOR CHANGE: POLICY DESIGN</p> <ul style="list-style-type: none"> • Policy Paper Guidelines • Tools and Guidelines for Position Paper Development 	
<p>WEEK 7 CRITICAL EXAMINATION OF SOLUTIONS</p>		
<p>QUESTION</p> <ul style="list-style-type: none"> • Which policy positions on prostitution would be most effective to stopping sex trafficking and most empowering to survivors and sex workers? • How much accountability should the state place on the demand (buyer) in cases of sex trafficking? When is their fault? 		
M	<p>PROSTITUTION DEBATE</p> <p>READINGS</p> <ul style="list-style-type: none"> • Ditmore, Levy and Gillman. <i>Sex Work Matters</i>. "Selling Sex: Women's Participation in the Sex Industry." • Open Society Foundations. "10 Reasons to Decriminalize Sex Work: A Reference Brief" March 2015. • Amnesty International. "Amnesty International Draft Policy on the Protection of the Human Rights of Sex Workers." August 2015. • Webb, Matt. "Decriminalization of Sex Work Would Only Expand Abuse." Opinion. <i>The Seattle Times</i>. August 6, 2015. • Hanson, Hilary. "Here's What Amnesty International's Sex Work Proposal Really Means." <i>The World Post</i>. August 4, 2015. • ATW letter to Amnesty International Board of Directors. July 22, 2015. 	<p>JOURNAL DUE 12PM</p>
W	<p>TARGETING THE DEMAND</p> <p>READINGS</p>	

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	<ul style="list-style-type: none"> • Fukushima, Annie Isabel. "Beyond Supply & Demand: The Limitations of End-Demand Strategies." <i>Human Trafficking Reconsidered</i>. New York, IDEBATE Press, 2014. • Nolan Brown, Elizabeth. "America's Newest War." <i>Politico Magazine Online</i>. June 1, 2015. www.politico.com. • Thrupkaew Noy. "A Misguided Moral Crusade." <i>The New York Times Opinion</i>. Sept. 22, 2012. • Wheaton, Schauer and Galli. "Economics of Human Trafficking." <i>International Migration</i>. Vol. 48 (4) 2010. 	
F	<p>STRATEGIES FOR CHANGE: INTEGRATING DIVERSE VOICES IN SOLUTION-BUILDING</p> <ul style="list-style-type: none"> • Group discussions around hot topics and policy recommendations 	
WEEK 8 		
QUESTION		
<ul style="list-style-type: none"> • <i>What are the similarities and differences in sex trafficking internationally and in the United States?</i> • <i>How do the international community and American stakeholders mobilize to address sex trafficking?</i> 		
M	<p>INTERNATIONAL SEX TRAFFICKING</p> <p>GUEST SPEAKER: Regina Bernadine</p> <p>READINGS</p> <ul style="list-style-type: none"> • <i>Declaration and Agenda for Action. 1st World Congress against Commercial Sexual Exploitation of Children</i>. Stockholm, Sweden, August 27-31, 1990. 	<p>DEBATE REFLECTION DUE 12PM</p>
W	<p>AN OVERVIEW OF SYSTEM RESPONSES</p> <p>READINGS</p> <ul style="list-style-type: none"> • <i>Cooperation Against Human Trafficking</i>. Ch. 1 pp. 1-26. • <i>Human Trafficking</i>. Ch. 9, pp. 185-203. "Law Enforcement Considerations." • <i>Human Trafficking</i>. Ch. 13, pp. 256-277. "Addressing the Problem." 	
F	<p>STRATEGIES FOR CHANGE: FINDING YOUR CALLING</p> <ul style="list-style-type: none"> • HEART + HEAD = HUSTLE • CARCERAL CHINTRO 1-2 	
WEEK 9 		
QUESTION		
<ul style="list-style-type: none"> • <i>How are new technologies transforming the landscape of sex trafficking? Is this for the better or worse?</i> 		

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	<ul style="list-style-type: none"> What are some of the critical perspectives on current strategies to combat trafficking and assist survivors? How do they deepen our understanding of the issue and potentially change future approaches to addressing sex trafficking? 	
M	<p>TECHNOLOGY & INNOVATION</p> <p>READINGS</p> <ul style="list-style-type: none"> Bouche, Vanessa. "A Report on the Use of Technology to Recruit, Groom and Sell Domestic Minor Sex Trafficking Victims." Thorn, 2015. Negotiating Sex Work. Ch 11, pp. 243: Sex Work Politics and the Internet "The Sex Business: How Technology is Liberating the World's Oldest Profession" <i>The Economist</i>. Aug. 9, 2014. CARCERAL CH3 	POLICY PAPER DUE 12PM
W	<p>CARCERAL PROTECTION & SEX TRAFFICKING IN THE US</p> <p>READINGS</p> <ul style="list-style-type: none"> Control and Protect. Ch 4-conclusion 	
F	<p>STRATEGIES FOR CHANGE: PROPOSAL WRITING</p> <p>READINGS</p> <ul style="list-style-type: none"> Foundation Center. "Proposal Writing Short Course." www.foundationcenter.org/grantsand/tutorials/shortcourse/prop1_print. Proposal Writing Guidelines 	
<p>WEEK 10 </p>		
<p>QUESTION</p> <ul style="list-style-type: none"> What's in an image? How are awareness-raising strategies effective in curbing trafficking? When can they be more harmful than helpful to survivors? What are the challenges people face when trying to leave prostitution or escape exploitative situations? How can community members be most supportive? 		
M	<p>AWARENESS RAISING</p> <p>READINGS</p> <ul style="list-style-type: none"> Richardson, Jes. "When Will We Start De-glamourizing Depictions of Human Trafficking?" <i>WNN</i>. March 4, 2014. http://womennewsnetwork.net/?p=30165 Tracy, Tom. "Advice to Media: First, Do No Harm." <i>Florida Catholic</i>. December 2, 2011. Global Freedom Center "Media Reporting on Human Trafficking: At the Intersection of Storytelling, Education & Mobilization." www.globalfreedomcenter.org. 	JOURNAL DUE 12PM

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	<ul style="list-style-type: none"> • Banner, Adam. "The Super Bowl, Sex Trafficking and Sensationalism." <i>The Huffington Post</i>. Feb. 5, 2014. • Skelaney, Sandy. "Public Speaking & Media Tips for Survivors of Sex Trafficking." Ignition Fund Tip Sheet, 2011. 	
W	<p>LEAVING "THE LIFE"</p> <p>READINGS</p> <ul style="list-style-type: none"> • Review: Lloyd, Rachel. <i>Girls Like Us</i>. "Victims" and "Leaving" • Kinney, Edith. "Raids, Rescues, and Resistance." <i>Negotiating Sex Work</i>. Minneapolis, University of Minnesota Press, 2014. 	
F	<p>PROPOSAL WRITING: BUDGETS & TIMELINES</p> <p>READINGS</p>	
<p>WEEK 11 </p>		
<p>QUESTION</p> <ul style="list-style-type: none"> • Why is the concept of "rescue" both appealing and problematic when working with survivors to achieve healing and self-sufficiency? • How has the mental health industry responded to the exploitation of youth? What are some of the critical perspectives on institutionalization and why is it important to consider these views? 		
M	<p>THE RESCUE INDUSTRY</p> <p>READINGS</p> <ul style="list-style-type: none"> • Richardson, Jess. "Are Heroes Who Want to Rescue Those Sex-Trafficked Really the Heroes?" <i>Wired</i>. Feb. 11, 2014. http://womennewsnetwork.net/?p=29844. • Lloyd, Rachel. "And What Costs? The Road to Anti-Trafficking is Paved with Good Intentions." www.gems-girls.org • Smith, Holly. "How Well Meaning Efforts Can Be Harmful to Survivors of Trauma." <i>Communities Digital News</i>. April 21, 2014. 	<p>JOURNAL DUE 12PM</p>
W	<p>INSTITUTIONALIZATION OF YOUTH</p> <p>READINGS</p> <ul style="list-style-type: none"> • FOUNDATIONS • Open Society Foundation. "What is Deinstitutionalization?" April 2015. www.opensocietyfoundation.org/explainers/waht-deinstitutionalization. • Read this article and watch the linked videos: https://robertlatham.wordpress.com/2014/03/28/do-not-revictimize-humantrafficking-victims-in-residential-facilities/ • Clawson and Grace. "Finding a Path to Recovery: Residential Facilities for Minor Victims of Domestic Sex Trafficking." U.S. Department of Health and Human Services, 2006. • McSwane David and Berkel. "Lockdown Provision Out of Trafficking Bill." <i>Herald-Tribune</i>. April 11, 2014 	

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	STRATEGIES FOR CHANGE: PITCHING YOUR IDEA	
F	READINGS <ul style="list-style-type: none"> Ashoka Changemakers. "Guide to Pitching: How to Woo Funders and Supporters." https://www.changemakers.com/guide#problem 	
WEEK 12 COLLABORATIONS		
QUESTION <ul style="list-style-type: none"> How have Florida and, specifically Miami, developed their strategy to combat trafficking and assist victims and how have these strategies made Florida a model state in the nation? What is collaboration and why is it necessary? How does power play out in the context of collaboration and what are some leadership strategies employed to gain more power in collaboration? 		
M	FLORIDA'S RESPONSE TO CHILD TRAFFICKING READINGS <ul style="list-style-type: none"> McSwane, David. "The Stolen Ones" <i>Herald Tribune</i>. 2015 "State and Local Agencies are in Initial Stages of Addressing Needs of Child Victims of Commercial Sexual Exploitation." <i>The Florida Legislature OPPAGA Report No. 2006</i>, June 2015. 	JOURNAL DUE 12PM
W	MULTI-DISCIPLINARY TEAM COLLABORATION READINGS <ul style="list-style-type: none"> HANDOUTS <i>Collaborating Against Human Trafficking</i>. Ch. INTRO 1-2 	
F	NO CLASS VETERAN'S DAY	
WEEK 13 		
QUESTION <ul style="list-style-type: none"> What are the roles and responsibilities of Miami's multi-disciplinary team members? What are some of the challenges to collaboration and why is it important to address them? 		
M	MEET MIAMI'S MULTIDISCIPLINARY TEAM GUEST SPEAKERS <ul style="list-style-type: none"> DOJ Office for Victims of Crime. <i>Human Trafficking Task Force E-Guide</i>. https://www.ovcttac.gov/taskforceguide/eguide/ 	JOURNAL DUE 12PM
W	CHALLENGES TO COLLABORATION READINGS <ul style="list-style-type: none"> CH 3-5 	

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	MOCK MDT STAFFING	
F	READINGS <ul style="list-style-type: none"> • <i>Collaborating Against Human Trafficking</i>. Ch. 6 & Resources 	
WEEK 14 PROMISING PRACTICES		
QUESTION <ul style="list-style-type: none"> • <i>What can we learn from survivors? Why is it important to incorporate survivor leadership into anti-trafficking work?</i> • <i>What are trauma-informed programs and why are they essential to the recovery of sex trafficking survivors?</i> 		
M	SURVIVOR LEADERSHIP GUEST SPEAKER READINGS <ul style="list-style-type: none"> • HANDOUTS 	MDT REFLECTION DUE 12PM
W	TRAUMA INFORMED PROGRAMS READINGS <ul style="list-style-type: none"> • HANDOUTS • <i>Human Trafficking</i>. Ch 11, pp. 251-254: "Human Trafficking and Post Traumatic Stress Disorder" • <i>Human Trafficking</i>. Ch 12, pp. 242: "Human Trafficking and its Contribution to the Globalization of Infectious Diseases" 	
F	NO CLASS THANKSGIVING	
WEEK 15 		
QUESTION <ul style="list-style-type: none"> • <i>What are low-demand and harm reduction programs? What strategies do they use to engage survivors and provide consistent support in the lives of survivors and at-risk youth and individuals?</i> • <i>What are some other promising practices and creative approaches that are being used to facilitate survivor healing?</i> 		
M	LOW-DEMAND & HARM REDUCTION PROGRAMS READINGS <ul style="list-style-type: none"> • HANDOUTS 	JOURNAL DUE 12PM
W	CREATIVE APPROACHES TO HEALING READINGS	

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F	STRATEGIES FOR CHANGE: WORKING GROUPS	
WEEK 16 FINALS WEEK		
	FINAL PITCH PRESENTATIONS	FINAL PROJECT / PROPOSAL DUE

OPTIONAL JOURNAL PROMPTS

- 1) What stereotypes, concerns and/or knowledge about the sex industry and sex trafficking were you walking into this course with?
- 2) Choose a real or fictitious person and describe their vulnerabilities and how they did or could be led to trafficking?
- 3) Watch the movie *Very Young Girls* and write a critical analysis of the movie for a mandatory journal due on Monday 9/19.
- 4) Critical analysis of movie about trafficking. What were the risk factors and vulnerabilities demonstrated by some of the characters. What were some of the challenges faced by service providers and parents in helping these girls?
- 5) Sex work as empowerment or exploitation? Does your opinion change in the case of males or transgender individuals or for different sectors such as strip clubs, escort services, massage parlors vs street-level prostitution?
- 6) Research a news article about a trafficking case in Miami and discuss elements of exploitation that are familiar patterns as documented in our readings. Are there any perspectives missing from the reporting? How is the survivor portrayed? How might his or her experience of the situation be different than reported by the media?
- 7) Discuss how a class, religious, gender, racial or national identity or sexual orientation *not covered in the readings* may impact the experience of sex work and sex trafficking.
- 8) Choose one media source (advertisement, video, etc...) and deconstruct it. Include images / screenshots or links to video or other online sources.
- 9) Research what is being done locally in Miami. Choose one of the nonprofit programs, awareness-raising initiatives or specialized governmental departments addressing sex trafficking and discuss. Google the organization's page and read anything you find in the media that references them. What do you like about what they do? What feedback or ideas do you have to contribute to their mission?
- 10) What are your thoughts on collaboration? In what ways is it easy or challenging? How might processes or outcomes change when someone's lives are at stake?
- 11) Discuss the pros and cons of the institutionalization of trafficked youth.
- 12) In what ways can allies be helpful to people who are being trafficked and exploited and effective in engaging them for services?
- 13) Select one article about trafficking in the media or marketing materials from one anti-trafficking organization and analyze it. How does it describe trafficking? What are the assumptions being made? What is the message the material attempts to convey to the reader? How could it be reframed to be more inclusive of the totality of the experience?
- 14) How has this class impacted your views on sex trafficking and sex work? Have your opinions, positions and perceptions changed? What is the biggest assumption that you had that was challenged by this class and how? What did you like / dislike? Do you have any suggestions to improve this class?

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GRANT PROPOSAL RUBRIC (30 points)						
GROUP CRITERIA	5	4	3	2	1	SCORE
THOUGHT	Solid understanding of subject. Grasps complexity. Original thought. In-depth research. Well cited.	Understands subject and some of its complexity. Sufficient research. Some citations.	Basic understanding of subject. Basic research. Lacking citations.	Some subject knowledge but poorly thought out. Ignores complexity of issue. Little research and few to no citations.	Underdeveloped thinking. Little to no research and no citations.	
DEPTH OF ANALYSIS OF PROBLEM	Very good to excellent analysis of the problem / need. Relevant stats and research used to build case for solution. Target population described clearly.	Good analysis of the problem / need. Relevant stats and research used to build case for solution. Target population described adequately.	Basic analysis of the problem / need. Stats and research used but may not be relevant to build case for solution. Target population mentioned in little detail.	Little to no analysis of the problem / need. Stats and research used are not relevant. Target population unclear.	No analysis of the problem / need. Stats and research not used. Target population is unclear.	
DEPTH OF ANALYSIS OF SOLUTION	Very good to excellent detail of operations of solution and analysis of the proposed solution. Connection between problem and solution is clear. Outcomes measures demonstrate efficacy of solution.	Good detail of operations of proposed solution and analysis of the proposed solution. Connection made between problem and solution. Outcomes measures created but may not demonstrate efficacy of solution.	Basic analysis of the proposed solution. Lacks details of solution model. Connection not made between problem and solution. Unclear how solution will affect the problem.	Thin discussion of proposed solution. Poor details and lack of analysis of the how proposed solution will address problem.	Solution not proposed or incomprehensible.	
CREATIVITY & FEASIBILITY	Proposed solution is creative, meets the needs of the target community and is a feasible goal.	Proposed solution is creative, meets the needs of target community and is a feasible goal.	Solution meets a need of target community but may not be a feasible goal.	Solution lacks creativity. Unclear how it meets the needs of target population and may not be feasible.	Solution is neither creative or feasible.	
WRITING & ORGANIZATION	Very good to excellent synthesis of ideas and expression. Proper vocabulary usage. Solid proofreading and formatting and no grammatical errors.	Good synthesis of ideas and expression. Proper vocabulary usage, grammar, proofreading and formatting.	Less than competent writing. Ideas expressed coherently but lack organization. Vocabulary used incorrectly. Grammatical errors.	Poorly written and disorganized. Lacking coherent synthesis of ideas and expression. Misuse of vocabulary, and hastily proofread.	Unacceptable writing at college level. Disorganized, ideas not expressed coherently. Full of typos and grammatical errors.	
GROUP SUBTOTAL						
INDIVIDUAL CRITERIA						
GROUP PARTICIPATION	Very good to excellent collaboration	Good collaboration	Decent collaboration	Poor collaboration	Very poor	
(GROUP SUBTOTAL + INDIVIDUAL PEER EVAL SCORE =)						TOTAL POINTS