

**PA5490: Topics in Social Policy:
Research and Policy with Marginalized Groups- A Sex Trafficking/Sex Trading
Case Study**

**Spring 2015
Friday 1:45 – 3:30**

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Course Description:

Marginalized populations tend to be viewed as objects of social policy, passive victims, or a cause of social problems. Processes of marginalization we will explore in this class include, structural racism, colonization, economic exclusion and exploitation, and gender bias. All of these processes are involved in sex trading, prostitution and sex trafficking. Policy and research are typically driven by mainstream/dominant society members with little direct knowledge about the real lives of people on the margins. This can lead to misguided actions, misunderstandings, paternalism, unintended negative consequences and further marginalization and/or stigmatization. In this course we explore these issues in depth and review and develop ethical research and policy-making through a case study of sex trafficking and sex trading.

Course Objectives:

After completing the course, students should be able to:

- Analyze sensitive public policy problems using reflexive and/or feminist methodologies, discourse analysis, critical legal theories and legal realism
- Design ethical research protocols on sensitive topics for use in marginalized communities
- Understand and be able to use community engaged and action research approaches
- Draft legislation, analyze implications and develop legislative strategy with demonstrated sensitivity, awareness, and involvement of marginalized communities
- Develop ethical advocacy plans on sensitive topics involving marginalized communities
- Engage in real world problem solving at the intersection of theory and practice

Course structure:

Students are expected to attend class regularly. Since we meet just once per week it is critically important for members of the class to be there and to participate fully.

To encourage timely reading of the articles and to ensure that you think about what you are reading, a very short **reaction paper** for each set of readings will be due every by Wednesday at 5 p.m. You will post reaction papers on the class Moodle website. You are expected to read the reactions posted by your classmates *before* class on Friday. Two students will be assigned to lead the class discussion on readings based on their own and classmate's reflections.

Major assignments include:

- Participation in a class discussion, role plays, and discussion leadership – 15% of grade
- 11 Reaction papers (less than 1 page in length) --10% of grade
- 2 discourse analyses (4-5 pages in length) -- 20% of grade
- A Legislative strategy memo and testimony (5-6 pages in length) – 10% of grade
- Problem statement and research design (8-10 pages in length) – 10% of grade
- A project that will contribute to ongoing practice in the field. Students will choose one of three options, participation in policy-making, policy implementation, or research (35% of grade)
 - You must dedicate at least 25 hours of work in the field over the semester,
 - Conduct an annotated literature review (10%)
 - Final report (20 pages) (25%)

Instructors will provide detailed descriptions of the assignments in class and on the course moodle.

Grading:

Reactions should be posted to the Web before class time on the due date. Reaction papers not turned in will be given zeros. These will be graded with a check or check plus.

Other assignments will receive letter grades based on the following scale:

- A 4.00 94-100 Represents achievement that is outstanding relative to the level necessary to meet course requirements.
- A- 3.67 90-93
- B+ 3.33 87-89
- B 3.00 84-86 Represents achievement that is significantly above the level necessary to meet course requirements.
- B- 2.67 80-83
- C+ 2.33 77-79
- C 2.00 74-76 Represents achievement that meets course requirements.
- C- 1.67 70-73
- D+ 1.33 67-69
- D 1.00 64-66 Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

Class participation— being there, being on-time, and being an alert participant in class—will be rewarded.

Required Text Books/Materials

Negotiating Sex Work

Action Research, Third Edition, Ernest T. Stringer, 2007

Diversity and Class Norms

In this class we will be discussing a number of controversial and sensitive topics. The purpose of the discussions is to examine and evaluate a wide range of viewpoints. In order to maintain a positive learning environment both the students and the instructor are expected to adhere to the following norms:

- Respectful dialogue. You will be encouraged to enter into debates that challenge facts, ideas and underlying assumptions in a respectful manner, without engaging in personal criticism.
- Everyone is expected to participate in class discussions; it is the instructor's role to insure that everyone's voice is heard. Please assist us by encouraging your quieter classmates to participate, and helping to avoid domination of the conversation by a few.
- Please do not assume that a student's race, ethnicity, gender or gender expression, sexual orientation or other aspects of identity defines her or his position on topics explored in the class, or requires that he or she automatically serve as a spokesperson.

Matters of identity can be deeply personal. Decisions to voice personal comments and experiences regarding the topics that we discuss should be the result of personal choice, not obligation.

- Some of the readings and a/v materials that we will be discussing may include offensive statements or assumptions about people within identity categories. It is important for students to recognize that these materials are included because they form an important part of contemporary political discourse about trafficking. It is our role as public policy professionals to examine the underlying assumptions and other elements of social/identity category construction within the public policy arena.

Electronics in class

You may use your laptop computer in class for note-taking or (rarely) looking up answers to questions that come up in class. You may not use it for checking email or Facebook or anything else. It's very tempting – and also very rude, not to mention detrimental to your education. First offenders are asked to turn off the computer for the class. Second offenders are required to keep computers put away for the rest of the semester. Similarly, **cell phones and Blackberries** and the like may kept on and visible by people with small children or similar responsibilities (but tell the instructor); everyone else is expected to keep their electronics out of sight and out of hearing.

Incompletes:

Incompletes are rarely given. We have designed the course so that you can complete the work during the semester. Documented family crises or medical emergencies may result in you needing to negotiate an incomplete. In that case, the Humphrey Institute's policy on incompletes will be followed. First, we only grant incompletes or make-up exams if you have requested them in advance. Second, by finals week you must have submitted in writing a description of what work remains to be done and the date by which you will have completed the work — use the HHH form for incompletes. Failure to submit the work in that time will result in a 0 for that assignment, and may lead to a failing grade for the course. We do not allow students to submit additional work for extra credit.

Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at <http://www.mentalhealth.umn.edu>

Disabilities:

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact the instructor early in the semester to discuss their individual needs for accommodations.

Other Resources for Success:**Center for Writing's Student Writing Support.**

Student Writing Support provides free writing instruction for all University of Minnesota students - graduate and undergraduate - at all stages of the writing process. They help students develop productive writing habits and revision strategies via in-person consultations. See <http://writing.umn.edu/sws/index.htm>.

Guidelines and suggestions for reaction papers:

- _ Refer to readings by the last name of the first author.
- _ For full credit, mention each reading.
- _ Be brief! Three sentences per reading should be plenty. In this case, longer does not necessarily mean better.
- _ Comments on the different readings do not need to be separated into different paragraphs; if you want to make a comparison that is fine.
- _ DO NOT SUMMARIZE the readings. We've read them too!
- _ It is acceptable (but not necessary) to discuss current events or personal experiences to illustrate a point.
- _ Part of your reaction may be a response to previously posted reactions of your classmates, as long as what you write also reflects your own perspective on the readings.

All your readings are available on the course moodle. We provide citations here as well.

WEEKLY TOPICS AND ASSIGNMENTS

WEEK ONE – Getting to know each other and the topic

Friday, January 23

In class viewing: selected video representations of the issues

Readings for the first day of class:

Action Research, Chapter One “Research in Professional and Public Life” (pp. 1-18)

Negotiating Sex Work, “Introduction” (pp. xiii-xi) and Chapter 2, “Researching Sexuality: The Politics of Location Approach for Studying Sex Work” (pages 3-27)

Semester-long resources (review by week 4):

MINNESOTA LAW

Safe Harbor: Minnesota’s Effort to End Child Sex Trafficking Hubert e-case

<http://www.hubertproject.org/hubert-material/225/>

Minnesota Human Trafficking Taskforce: <http://mnhttf.org/>
Legal Statutes & Definitions and Legislative Efforts

Safe Harbor Minnesota:

<http://www.health.state.mn.us/injury/topic/safeharbor/index.html>

No Wrong Door:

<https://dps.mn.gov/divisions/ojp/forms-documents/Documents/!2012%20Safe%20Harbor%20Report%20%28FINAL%29.pdf>

FEDERAL LAW

Trafficking Victims Protection Act: <http://www.state.gov/j/tip/laws/>

SECTION ONE: WADING IN – OVERVIEW AND TOOLS

WEEK TWO – Competing Frameworks in the Field

Friday, January 30

Readings:

"Sociology of Sex Work." Weitzer, R. Annual Review of Sociology (2009).

<http://www.annualreviews.org/doi/abs/10.1146/annurev-soc-070308-120025>

"Bad for the Body, Bad for the Heart": Prostitution Harms Women Even if Legalized or Decriminalized." Farley, M. *Violence Against Women (Oct 2004)* 10:10 pp. 1087-1125. doi: 10.1177/1077801204268607

"Saving Bobbi: A Teen's Sex Trafficking Ordeal" Minneapolis Star Tribune, <http://www.startribune.com/local/230536631.html>

"A "perversion" of choice - Sex work offers just enough in Chicago's urban ghetto." Rosen, E. and S. A. Venkatesh, *Journal of Contemporary Ethnography* (2008).

WEEK THREE – Tools and Frameworks

Friday, February 6

Readings:

Action Research Chapter Two "Theory and Principles of Action Research" (pp. 1-34); Chapter Nine "Understanding Action Research" (pp. 187-215).

Schneider, Anne & Ingram, Helen (1993). "Social Construction of Target Populations: Implications for Politics and Policy," *The American Political Science Review*, Vol. 87, No. 2 (June 1993), 334-347

Ropers-Huilman, Rebecca, & Winters, Kelly. (2011). "Feminist methodology in higher education." *Journal of Higher Education*, 82 (6): 667-690.

"Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," Kimberlee Crenshaw, *Stanford Law Review*, 1991

http://socialdifference.columbia.edu/files/socialdiff/projects/Article_Mapping_the_Margins_by_Kimblere_Crenshaw.pdf

WEEK FOUR – "Tools" in the context of Sex Trading and Trafficking Articulating the Class Project

Friday, Feb. 13

Chapter 4 *Negotiating Sex Work: "Demanding Victims"* pages 77 to 98

Elizabeth Bernstein, "Tracing the 'Traffic in Women': Moral and Political Economies of Sexual Labor," *The Institute Letter*, Fall 2012,

<http://issuu.com/instituteforadvancedstudy/docs/letter-2012-fall/5> .

Shaver, F. M. (2005). Sex work research: Methodological and ethical challenges. *Journal of Interpersonal Violence*, 20, 296-319.

Guests:

Jeff Bauer, Director of Public Policy, the Family Partnership

Amy Kenzie, Program Coordinator, Sexual Violence Prevention Program, MDH

Lauren Ryan, Safe Harbor/No Wrong Door Director, Minnesota Department of Health

SECTION TWO: DIGGING DEEPER – EXPERIENCES, PERSPECTIVES, & MARGINALIZATION

WEEK FIVE – Prostitution, Sex Trafficking and Victims

Friday, Feb 20

In class viewing: Selections from *Half the Sky* video

Readings:

"Trafficking, Prostitution, and Inequality" speech by Catharine MacKinnon in *Harvard Civil Rights-Civil Liberties Law Review*, 2011

<http://harvardcrcl.org/wp-content/uploads/2011/08/MacKinnon.pdf>

"Sex Trafficking and Criminalization: In Defense of Feminist Abolitionism" *University of Pennsylvania Law Review*: Vol 158, May 2010

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1710264

Barbara Friedman and Anne Johnston (2012), "Blame Narratives: News Discourses of Sex Trafficking" in *Media Disparities: A Gender Battleground*

<http://books.google.com/books?id=yW7qAQAAQBAJ&lpg=PA177&ots=pmg7o-SMCh&dq=trafficking%20and%20intersectionality&lr&pg=PA189#v=onepage&q=trafficking%20and%20intersectionality&f=false>

Assignment: Discourse Analysis One – Due on Monday February 23

Guest:

A survivor to tell her story

WEEK SIX – Sex work, Work and Choice

Friday, Feb. 27

In class viewing: selections from *American Courtesans*

Selected chapters from *Sex Work: Writings by Women in the Sex Industry, 2nd Edition*, edited by Frederique Delacoste and Priscilla Alexander.

Sanders TLM; Brents B (2010) “The Mainstreaming of the Sex Industry: Economic Inclusion and Social Ambivalence”, Special Issue for *Journal of Law & Society*. Regulating Sex/Work: From Crime Control to Neo-liberalism. 37.1: 40-60.

Assignment: Discourse Analysis Two – due on Monday March 2nd

WEEK SEVEN – Sex Trafficking, Prostitution, Poverty and Violence

Friday, March 6

[Selections] Alexandra “Sandi” Pierce, Shattered Hearts: The Commercial Sexual Exploitation of American Indian Women and Girls in Minnesota, Minnesota Indian Women’s Resource Center, Full Report. p. 11. <http://www.miwrc.org/wp-content/uploads/2013/12/Shattered-Hearts-Full.pdf>

“Nobody Gives a Damn if I live or die”: Violence, drugs, and street-level prostitution in inner-city Hartford, Connecticut.” Romero-Daza, N. et al.. *Medical Anthropology*, December 2003

Action Research, Chapter Three “Setting the Stage” (pp. 39- 65)

SECTION THREE: RESEARCH AND POLICY

WEEK EIGHT – Research

Friday, March 13

“Sampling and sex trading: Lessons on research design from the street,” Lauren Martin, *Action Research*, May 2013

Chapter 3, “Participant Driven Action Research (PDAR) with Sex Workers in Vancouver” Raven Bowen and Tamara O’Doherty, *Negotiating Sex Work*, pages 53-74

“Methodological Challenges in Research with Trafficked Persons: Tales from the Field,”
Denise Brennan, *International Migration*, vol. 43 (1/2), 2005.

Action Research, Chapter Four “Look: Building the Picture”. (pp. 66-94)

Guest:

Mary Jo Meuleners, MPH, MSW, Community Health Program Supervisor, Public Health Clinic – Red Door Services

WEEK NINE -- Bringing Theory to Practice (Project work space)

Friday, March 20

Time for reflection and analysis of work so-far and what it means, share learnings with track (research, policy, implementation)

Assignment: Problem Statement and Research Design

WEEK TEN -- SPRING BREAK

Friday, March 27

WEEK ELEVEN – Law (Local, National & International)

Friday, April 3

Readings:

“From the International to the Local in Feminist Legal Responses to Rape, Prostitution, and Sex Trafficking: Four Studies of Contemporary Governance Feminism” Harvard Journal of Law & Gender: Vol 29, 2006

<http://www.law.harvard.edu/students/orgs/jlg/vol292/halley.pdf>

“Cultural Criminology and Sex Work: Resisting Regulation through Radical Democracy and Participatory Action Research (PAR),” Maggie O’Neill, *Journal of Law and Society*, Vol. 37 no. 1, March 2010, pp. 210-32

Guests:

TBD

WEEK TWELVE—Organizational Field and Supportive Services

Friday, April 10

Readings:

Baker, L., Dalla, R., & Williamson, C., (2010). Exiting Prostitution: An Integrated Model. *Violence Against Women*, 16(5), 579-600.

“The Illusions and Juxtapositions of Commercial Sexual Exploitation among Youth: Identifying Effective Street-Outreach Strategies” Beth Holger-Ambrose, Cheree Langmade, Laurel D. Edinburgh & Elizabeth Saewyc. *Journal of Child Sexual Abuse* 22:3 (2013) p. 326-340. DOI:10.1080/10538712.2013.737443

“Trajectories for Sexually Exploited Young Runaway Girls: Fostering Protective Factors and Reducing Risk Behaviors.” [Elizabeth M. Saewyc](#), [Laurel D. Edinburgh](#). *Journal of Adolescent Health*. 46:2 p. 180 (2010). DOI: <http://dx.doi.org/10.1016/j.jadohealth.2009.06.010>

Guests:

Artika Roller, frm Director of the PRIDE Program, the Family Partnership (now program director at Women’s Advocates, Inc.)

WEEK THIRTEEN – Bringing Theory to Practice (Group Project work space)
Friday, April 17

Assignment: Annotated Literature Review to support your Project in the Field

WEEK FOURTEEN – Politics of Policy
Friday, April 24

Readings:

“Militarized Humanitarianism Meets Carceral Feminism: The Politics of Sex, Rights, and Freedom in Contemporary Anti-trafficking Campaigns.” *Signs Journal of Women in Cultural and Society* Vol 36, No 1, 2010.

<http://maggiecnell.files.wordpress.com/2012/04/militarized-humamnitarianism-meets-carceral-feminism.pdf>

Chapter 5 “Criminalized and Licensed: Local Politics, the Regulation of Sex Work and the Construction of ‘Ugly Bodies’ ,” Cheryl Auger, *Negotiating Sex Work*, pages 99-120

Carole Vance, “States of Contradiction: Twelve Ways to Do Nothing About Trafficking While Pretending To,” *Social Research*, Vol 18, no. 3, Fall 2011: 933-948.

Bouché, Vanessa and Dana Wittmer “Gendered Diffusion on Gendered Issues: The Case of Human Trafficking,” *Journal of Public Policy*, online August 2014

<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=9319512&fileId=S0143814X1400021X>

Guests:

TBD

Assignment: Advocacy strategy plan and testimony

WEEK FIFTEEN – Implementation and Enforcement

Friday, May 1

Readings:

"Tackling Client Violence in Female Street Prostitution: Inter-agency Working between Outreach Agencies and the Police," Penfold, C., G. Hunter, et al. *Policing and Society* (2004).

Williamson, C., Baker, L., Jenkins, M. & Cluse-Tolar, T. (2007). Police-Prostitute Interactions: Sometimes Discretion, Sometimes Misconduct. *Journal of Progressive Human Services*. Vol. 18(2)

Sanders T (2009) "Controlling the 'anti sexual' city: Sexual citizenship and the Disciplining of female street sex workers", *Criminology & Criminal Justice*. 9.4: 1-19.

Guests:

TBD

WEEK SIXTEEN – Bringing Theory to Practice Student Presentations, Next Steps, Closure

Friday, May 8

Final project is due on May 15