**PA 5426: Topics in Social Policy:**

**Research and Policy with Marginalized Groups- A Sex Trafficking/Sex Trading Case Study**

**Spring 2019**

**Monday and Wednesday 11:15-12:30**

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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 trading and trafficking. Instructors and students in the course will work together on a real-world research and policy challenge so that students contribute to ongoing work in the field in real-time.

**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 with marginalized communities
* understand and be able to use community engaged research approaches
* 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
* Demonstrate a nuanced understanding of the complex and multifaceted topic of commercial sex and the individuals involved in that marketplace.

**Course structure:**

Students are expected to attend class regularly. We meet twice a week. Typically the week will include one class session to explore readings and concepts and another with a guest speaker, exercise, or workshop.

To encourage timely reading of assigned readings 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 Sunday by 12:00p.m. (Noon) to give the students and instructors time to read your posts before class on Monday. You will be required to submit reflections on at least eight sets of readings. You will post reaction papers on the class Canvas website. You are expected to read the reactions posted by your classmates *before* class on Monday. Two students will be assigned to lead the class discussion on readings based on their own and classmate’s reflections. Each student will lead one class discussion.

Assignments & Due Dates

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Length** | **Percent** | **Due Date** |
| Class participation & Discussion Leadership (1 for the semester) |  | 15% |  |
| Reading reaction/reflection (8 total) | >1 page | 10% |  |
| Discourse analysis | 5-6 pages | 15% | February 15 |
| Problem statement & research design or Advocacy strategy plan | 7-8 pages | 20% | March 15 or April 12 |
| Project in the field (total 30%) |  |  |  |
| * Project plan
 | 1-2 pages | 5% | March 1 |
| * Project presentation in class
 |  | 5% | Last week of class |
| * Final project DRAFT for review
 |  |  | May 3 |
| * Final project report
 | 15-20 pages | 20% | May 10 |
| Final reflection on course topics | 2-3 pages | 10% | May 10 |
|  |  |  |  |

Instructors have provided detailed descriptions of the assignments at the back of the syllabus and on the canvas course. All assignments will also be discussed in class.

**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*, edited by Carisa Showden and Samatha Majic, 2014

*Action Research, Fourth Edition*, Ernest T. Stringer, 2014

*Sex Trafficking in the United States: Theory, Research, Policy, and Practice,* Andrea J. Nichols, 2016

**Diversity and Class Norms**

In this class we will be discussing a number of controversial and sensitive topics. Some of the material may be disturbing or difficult. 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 instructors 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 and researchers 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 instance will result in being asked to turn off the computer for the class. Second instance will result in being required to keep computers put away for the rest of the semester. Similarly, **cell phones** and the like may kept on and visible by people with small children or other time sensitive responsibilities (please inform 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 School’s policy on incompletes will be followed. First, we only grant incompletes 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, 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.

**All your readings are available on the Canvas course site.** We provide citations here as well.

**WEEKLY TOPICS AND ASSIGNMENTS**

**WEEK ONE: Wed, January 23**

***Getting to know each other and the topic***

Get to know each other and the course.

**SECTION ONE: WADING IN**

**WEEK TWO: Monday, January 28 & Wednesday, January 30**

***Monday:* *Competing Frameworks in the Field Research Methods and Perspectives***

Lead: Lauren Martin

Readings:

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

#

Lies, Damned Lies, and Sex Work Statistics, Maggie McNeill:<https://www.washingtonpost.com/news/the-watch/wp/2014/03/27/lies-damned-lies-and-sex-work-statistics/>

Amnesty International’s dangerous proposal to decriminalize the sex trade, Cindy McCain:

<https://www.washingtonpost.com/opinions/amnesty-internationals-dangerous-plan-to-decriminalize-the-sex-trade/2015/08/13/d7529060-41cb-11e5-8e7d-9c033e6745d8_story.html>

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

“Sex Trafficking: An Introduction” and “Theoretical Perspectives on the Politics of Sex Trafficking”, Nichols, p. 1-38

***Wednesday: Intersectionality and discussion of class project***

Lead: Debra Fitzpatrick

Readings:

Olena Hankivsky and Renee Cormier, “Intersectionality and Public Policy: Some Lessons from Existing Models,” Political Research Quarterly, Vol. 64, No. 1 (MARCH 2011), pp. 217-229

Tiffany Manuel (2006) Envisioning the Possibilities for a Good Life: Exploring the Public Policy Implications of Intersectionality Theory, Journal of Women, Politics & Policy, 28:3-4, 173-203, DOI: 10.1300/J501v28n03\_08

“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 THREE: Monday, February 4 & Wednesday, February 6**

***Discourse and Policy Analysis tools***

Lead: Debra Fitzpatrick

Readings:

*Monday: Social Construction*

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

*Wednesday: Discourse Analysis*

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

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

**Pick project teams**

**SECTION TWO: RESEARCH METHODS**

**WEEK FOUR: Monday, March 11 & Wednesday, March 13**

***Qualitative Research Methods, Monday & Wednesday***

Lead: Lauren Martin

Readings:

Cwikel, J., & Hoban, E. (2005). “Contentious issues in research on trafficked women working in the sex industry: Study design, ethics, and methodology.” *Journal of Sex Research*, *42*(4),306–316. http://doi.org/10.1080/00224490509552286

Musto, J., (2013). “Domestic minor sex trafficking and the detention-to-protection pipeline.” *Dialectical Anthropology*, (37):257-276.

Farrell, A., & Pfeffer, R. (2014). “Policing human trafficking: Cultural blinders and organizational barriers.” *The ANNALS of the American Academy of Political and Social* *Science*, (653): 46–64. doi:10.1177/0002716213515835

Rosen, E. and S. A. Venkatesh*,* (2008). "A "perversion" of choice: Sex work offers just enough in Chicago's urban ghetto." *Journal of Contemporary Ethnography* 37(4): 417-441.

**WEEK FIVE: Monday, February 18 & Wednesday, February 20**

*Monday:* ***Action Research Overview***

Lead: Lauren Martin

Readings:

*Action Research* Chapter One “Research in Professional and Public Life” (pp. 1-35), Chapter Two “Theory and Principles of Action Research” (pp. 36-72); Action Research, Chapter Three “Setting the Stage” (pp. 73-98); Chapter Four “Look: Building the Picture”. (pp. 99-134)

Bradbury, H., (2015). “How to situate and define action research.” *Introduction to the SAGE Handbook of Action Research*, (ed.) Hilary Bradbury.

Gerassi, L., Edmond, T., & Nichols, A. (2017). “Design strategies from sexual exploitation and sex work studies among women and girls: Methodological considerations in a hidden and vulnerable population.” *Action Research*, 15(2): 161-176.

*Wednesday*

Guest speaker

**Discourse Analysis Assignment due Friday, February 15**

**WEEK SIX: Monday, February 25 & Wednesday, February 27**

***The Trouble with Research on Sex Trading and Trafficking***

*Monday*

Student Discussants

Fedina, L., (2015). “Use and misuse of research in books on sex trafficking: Implications for interdisciplinary researchers, practitioners, and advocates.” *Trauma, Violence and Abuse,* 16(2): 188-198.

# Limoncelli, (2009) The trouble with trafficking: Conceptualizing women's sexual labor and economic human rights

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

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

“New Directions in Research on Human Trafficking,” Weitzer, R., ANNALS, 653, May 2014.

*Wednesday*

Lead: Lauren Martin

**SECTION THREE: POLICY APPROACHES TO SEX TRADING/TRAFFICKING**

**Group Project Plan due Friday March 1**

**WEEK SEVEN: Monday, March 4 & Wednesday, March 6**

***Abolitionist Approaches***

*Monday*

*Student Discussants:*

In class viewing: “Trafficking, Prostitution, and Inequality” speech by Catharine MacKinnon

The Evidence Against Legalizing Prostitution: <https://www.demandabolition.org/wp-content/uploads/2014/07/evidence-against-legalizing-prostitution.pdf>

“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>

“The History and Rationale of Swedish Prostitution Policies,” Sven-Axel Månsson: https://digitalcommons.uri.edu/dignity/vol2/iss4/1/

“Survivors”, Chapter 5, Nichols. pp. 83-109

“Prostitution, Chapter 4, Nichols, pp. 60-79

*Wednesday*

Guest Speaker

**Problem Statement and Research Design Assignment due Friday March 15**

**WEEK EIGHT: Monday, March 11 & Wednesday, March 13**

***Sex Work and Sex Worker Rights***

*Monday:*

*Student Discussants:*

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

Van der Meulen, E. (2011). Action research with sex workers: Dismantling barriers and building bridges. *Action Research*, *9*(4), 370–384. doi:10.1177/1476750311409767

Maggie O’Neill (2010). Cultural Criminology and Sex Work: Resisting Regulation through Radical Democracy and Participatory Action Research (PAR). *Journal of Law and Society*, 37(1), 210-32

Carole Vance, (2011). States of Contradiction: Twelve Ways to Do Nothing About Trafficking While Pretending To. *Social Research* 18(3), 933-948.

<http://www.nswp.org/sites/nswp.org/files/10-reasons-decriminalize-sex-work-20150410_0.pdf>

Amnesty International Policy on State Obligations to Respect, Protect and Fulfil the Human Rights of Sex Workers, POL 30/4062/2016 26 May 2016 <https://www.amnesty.org/download/Documents/POL3040622016ENGLISH.PDF>

*Wednesday:*

Guest Speaker

**WEEK NINE: March 18-22**

**SPRING BREAK ---- NO CLASS THIS WEEK**

**WEEK TEN: Monday, March 25 & Wednesday, March 27**

***Sex Buyers and Third Parties***

*Student Discussants:*

*Monday: Sex Buyers*

Christine Milrod and Ronald Weitzer. (2012). The Intimacy Prism: Emotion Management among the Clients of Escorts. *Men and Masculinities* 15(5) 447-467.

Christine Milrod & Martin A. Monto (2012) “The Hobbyist and the Girlfriend Experience: Behaviors and Preferences of Male Customers of Internet Sexual Service Providers,” *Deviant Behavior*, 33:10, 792-810, DOI: 10.1080/01639625.2012.707502

Lauren J. Joseph and Pamela Black. (2012). “Who’s the Man? Fragile Masculinities, Consumer Masculinities, and the Profiles of Sex Work Clients”. *Men and Masculinities* 15(5) 486-506.

“Buyers,” Chapter 8, Nichols, pp. 154-169

Sending a Dear John Letter: Public Information Campaigns and the Movement to “End Demand” for Prostitution in Atlanta, GA Samantha Majic

*Wednesday: Third Parties*

Marcus, A., Horning, A., Curtis, R., J. Sanson, J. & Thompson, E. (2014, May). Conflict and Agency Among Sex Workers and Pimps: A Closer Look at Domestic Minor Sex Trafficking*. The ANNALS of the American Academy of Political and Social Science* *653*(1), 225-246. https://doi.org/10.1177/0002716214521993

Musto, J. (2013). Domestic minor sex trafficking and the detention-to-protection pipeline. *Dialectical Anthropology, 37*, 257-276. Retrieved from <http://uppingtheanti.org/journal/article/18-sexworker/>

Raphael, J., & Ashley, J. (2008). Domestic sex trafficking of Chicago women and girls. DePaul University, May. National Criminal Justice Reference Service (<https://www.ncjrs.gov/App/Publications/abstract.aspx?ID=247191>).

**WEEK ELEVEN: Monday, April 1 & Wednesday, April 3**

***Creative Approaches to Research or Research and Art//In Class Work Space***

*Monday*

Guest Speaker: Monica Sheets

Readings:

Workers Experience in Strip Clubs: <https://uroc.umn.edu/stripclubs>

Sex is not the Problem with Sex Work: <http://bostonreview.net/gender-sexuality/juno-mac-molly-smith-sex-not-problem-sex-work>

*Wednesday*

In-class space to work on the group project in class. Each group will share their progress, questions, and challenges.

**WEEK TWELVE: Monday, April 8 & Wednesday, April 10**

***Applying Intersectionality***

Lead: Debra Fitzpatrick

*Monday*

[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>

# Surviving the Streets of New York: Experiences of LGBTQ Youth, YMSM, and YWSW Engaged in Survival Sex: <http://www.urban.org/research/publication/surviving-streets-new-york-experiences-lgbtq-youth-ymsm-and-ywsw-engaged-survival-sex>

# “Why Do Men Kill Trans Women? Gender Theorist Judith Butler Explains”

*Wednesday*

Guest Speaker:

**Advocacy strategy plan and testimony Assignment Due Friday, April 12**

**SECTION FOUR: IMPLEMENTATION AND WORK IN THE FIELD**

**WEEK THIRTEEN: Monday, April 15 & Wednesday, April 17**

***Safe Harbor in Minnesota***

[Will add readings and guest speakers.]

**WEEK FOURTEEN: Monday, April 22 & Wednesday, April 24**

***Law Enforcement and Carceral Feminism***

Student Discussants:

*Monday*

Farrell, A., & Pfeffer, R. (2014). Policing Human Trafficking: Cultural Blinders and Organizational Barriers. *The ANNALS of the American Academy of Political and Social Science*, *653*, 46–64. doi:10.1177/0002716213515835

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)

McNeill, Maggie “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://maggiemcneill.files.wordpress.com/2012/04/militarized-humamnitarianism-meets-carceral-feminism.pdf>

*Wednesday*

Guest Speaker:

**WEEK FIFTEEN:**

**Monday, April 29**

***Supportive Services***

Student Discussants:

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>

**Wednesday, May 1**

***Bringing Theory to Practice Student Presentations***

 In class presentation and discussion of findings and recommendations from each group.

**NEARLY FINAL Report of findings/recommendations for project in the field due to your instructors on Friday, May 3**

**WEEK SIXTEEN**

**Monday, May 6**

***Bringing Theory to Practice Student Presentations, Next Steps, Closure***

In class presentation and discussion of findings and recommendations from each group continued. Wrap-up discussion.

**Final Reflection Essay Due Tuesday May 10 by noon**

**FINAL Report of findings/recommendations for project in the field due to your instructors on by 5PM on May 11**

ASSIGMENT DESCRIPTIONS

**Class Participation & Discussion Leadership**

We expect each member of class to participate fully in class discussions. This can look different for each student. Refer to guidelines in this syllabus.

Each student will work with another student to lead discussion for one class. The goal is to bring out main points in the readings (and/or class discussions and reflections to date). The students will be assigned classes in teams of two. You can structure this however you want to encourage maximum participation from your fellow students.

**Reaction/reflections**

**Guidelines and suggestions:**

* 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.

**Discourse Analysis**

In this assignment, students complete a 5 page discourse analysis of a piece of work (video, article, report, photograph, talk or speech, conference or workshop) related to sex trading/trafficking in some way (broadly defined). The analysis will address the following five elements at a basic level.

1. **Establish the context**: Where does the material come from and how it fits into the **big picture**. What is the social and historical **context** in which your source was produced?
2. **Examine the structure of the work**: Basic observations about the following: Are there sections that overwhelmingly deal with one discourse? Are there ways in which different discourse strands overlap in the material? See if you can identify how the argument is structured: does the material go through several issues one by one? Does it first make a counter-factual case, only to then refute that case and make the main argument? You should at this point also consider how the format *guides or makes* an argument, and what role do various elements play in the overall scheme of things.
3. **Examine discursive elements:** Map out what “truths” are established by the work.
4. **Identify cultural references:** How does the context inform the argument? Does your material contain references to other sources, or imply knowledge of another subject matter?
5. **Interpret the data: What does it all mean?** In your interpretation, you need to tie all of your results together in order to explain that the discourse is about, and how it works. Keep the following **questions** in mind: who created the material you are analyzing? What is their position on the topic you examined? How do their arguments draw from and in turn contribute to commonly accepted knowledge of the topic at the time and in the place that this argument was made? And maybe most importantly: who might benefit from the discourse that your source constructs?

**Problem Statement and Research Design**

This assignment has two parts, the problem statement and a research design.

The first step is to define a topic related to sex trafficking and develop a good research question. As discussed in class, a solid research question is critical to good qualitative research. The first step of every research project is to identify your topic and question(s). Dream big about qualitative research and be creative with your question.

1. Take time to think about an aspect of sex trading and trafficking that is especially compelling, vivid or important to you. What do you want to know about sex trading and sex trafficking? What questions do you have based on class discussion, reading, the news, or other sources?
2. Write up a short description of your topic (1-2 paragraphs). Sex trafficking is a big topic, to develop a good research question you will need to narrow the focus. Your problem statement should provide some context to your research question and explain what topic area you wish to explore in your question.
3. Identify at least one, but no more than three research questions related to that topic. A good qualitative research question is typically open-ended, meaning it is not a yes/no question. Think about starting your question with “why,” “how,” or “what.”

For example, let’s say your topic is about boys and men as victims in sex trafficking. You could describe why this is important or why you want to know about that topic. Is it a gap in knowledge or practice? Then develop a qualitative research question related to that. Here as a few examples of questions you could ask. If you think we need to know more about the problem, you could ask questions like: How do experiences of boys and men victimized in sex trafficking in the United States differ from experiences of girls and women? If you want to explore potential solutions, you could ask questions like: What kinds of services and supports to men and boys need to escape and recover from sex trafficking in Minnesota? Or you may want to ask whether an initiative, intervention or approach is successful in reducing harm to men exploited in sex trafficking. How does the City’s police department respond to male victims of sex trafficking? What impact does this have on male victims?

You will use your topic and research question(s) to develop a research design. Based on your topic and research question(s), describe the methods and approaches you might use to answer your question(s).

The assignment should be 7-8 pages long. You will not be required to do the research project. This is a thought exercise. Imagine yourself in the position to do a qualitative research project and describe what you would want to do. Make sure you reference readings and resources from class as you consider your research design. Your paper should have the following sections:

Sections of the paper should include:

1. Introduction: Describe the problem statement or topic area for the research project.
2. Research Design: Be sure to include these categories.
	1. Research question(s)
	2. Sample Selection: Describe who you need to gather information from to answer your question
	3. Data Collection Methods: Describe how you will gather that information. Is it a survey? An interview? Direct observation (i.e. ethnography or participant-observation)?
	4. Ethical Challenges: What are the ethical challenges and obligations you will need to consider?
	5. Analysis: how do you think you will you analyze your data?
	6. Use for the Data: How will this information help inform policy, approaches, services, public opinion or more? In other words, what actions do you expect will flow from the knowledge you produce.
3. Conclusion

Think about your problem definition and research question(s). What information will be needed to answer the question? From whom? What sources are available? How will you collect your information? What qualitative research tools will you use and why? How will you analyze and synthesize your information? Use your creativity.

**Policy advocacy strategy plan memo**

In this assignment, you will be preparing a three to four page (double-spaced) memo to a key policymaker/decision-maker that has the power to influence an arena relevant to sex trading/trafficking.

In your memo, you will:

1. Define your policy/decision maker in the To: line;
2. Briefly describe your policy idea (The policy can be something new or a change to a current policy; it can be a policy at any level of governance from an organization to the UN);
3. Present key arguments for why the policy/decision maker should be a champion for your proposed policy, including use of relevant research (and don’t forget to tie your arguments back to the policymaker’s prior interest in addressing sex trafficking of girls);
4. Outline expected opposition and support for your policy; and
5. Summarize strategies for securing passage of your policy including if and how the people most affected by your policy change will be involved in the process.

COURSE RESOURCES:

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](https://dps.mn.gov/divisions/ojp/forms-documents/Documents/%212012%20Safe%20Harbor%20Report%20%28FINAL%29.pdf)

FEDERAL LAW

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