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Breaking the Chains of Trafficking: An Educational Program

Amanda K. Feder

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Breaking the Chains of Trafficking: An Educational Program

BY

Amanda K. Feder

THESIS
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

Master of Arts
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

2015
YEAR

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Breaking the Chains of Trafficking:

An Educational Program

Amanda K. Feder
Abstract

With popular television shows and films focusing on the issue of sex trafficking, many discursive constructions of the issue allow for a "script" to be followed and replicated in many anti-trafficking discourses. Ultimately, the constructions of the issue become a basis of understanding on sex trafficking, which can consequentially limit the availability and accuracy of anti-trafficking resources. From examining popular discourses and their construction of sex trafficking on a global and U.S. scale, to creating an educational program designed for college-level courses on the realities of trafficking, this project focuses on de-bunking the myths of sex trafficking on a local level. By using a framework of applied communication and social justice with a Transnational Feminist lens, this creative thesis project examined the ways in which students in select courses at Eastern Illinois University understood sex trafficking prior to the educational program, as well as after the presentations.
Acknowledgments

There are not enough pages to write out my gratitude to everyone who has impacted me and helped me with this project. I would love to thank my parents, siblings, and the rest of my wonderful family for their never ending support and strength. To God, for guiding me and blessing me with so many opportunities to learn and grow. To my friends, former and current, near and far, you have played an integral role in my life. Thank you for the laughs, support, and strength you continue to provide me with. To my absolutely incredible mentor, Dr. TM Linda Scholz, thank you for everything ranging from helping me grow as a student and as a person to your belief in me and my dreams. You are amazing! Thank you to my fellow committee members, Dr. Matthew Gill and Dr. Angela Jacobs for your guidance, support, and belief in my work as well. To my dogs for their unconditional love, and last but certainly not least, to the Chicago Blackhawks for keeping me sane and providing an outlet for my stress as I watched games with fellow graduate students. Thank you.
Contents

Introduction ....................................................................... 5

Review of Literature ............................................................ 7

The “Perfect Victim”: The Poor Non-White, Third World Woman .......... 7

The “Innocent/Pure Victim”: The Beautiful White Western Woman ........... 11

Victims needing a Savior: (Western) Health and Human Service

Agencies come to the rescue ............................................................. 14

Framework ....................................................................... 17

Breakdown of Timeline and Course Lesson Plans ......................... 24

Nursing Course at the University of Illinois .............................................. 26

Health and Communication Course at Eastern Illinois University .......... 29

Latina Human Rights and Discourses Course at Eastern Illinois University ........ 34

Introduction to Speech Communication Open Lecture at

Eastern Illinois University ............................................................. 37

Data Thematic Analysis .................................................................. 39

Human Bodies as Capital ............................................................. 40

The Wretchedness of Trafficking ........................................................... 41

The Exoticness of Others ................................................................. 43

Post-Presentation Response Analysis ......................................... 44

Trafficking Relationships are Multi-Faceted ........................................... 45

Trafficking Occurs at Home ............................................................. 46

The Invisibility of Trafficked Bodies ...................................................... 48

Students Taking Responsibility for Change ................................................ 50

Discussion .......................................................................... 54

Who is Trafficked ........................................................................... 56

Who Trafficks .............................................................................. 56

Where Trafficking Occurs .................................................................. 57

Limitations ......................................................................... 58

Conclusions and Future Study .................................................. 60

References .......................................................................... 63

Appendices ......................................................................... 68
Introduction

I recall first learning of trafficking in the mid-2000s at a church sermon. Richard Stearns, the former CEO of Parker Brothers Games and Leonox and now the president of World Vision, was invited to speak at Willow Creek Church about sex trafficking. He presented multiple images of individuals in deplorable conditions in the “Third World,” as promotional tools. As a congregation, we prayed for those who had been trafficked in India for sex, as well as other “deplorable” countries where trafficking took place. Based on those images, which were continuously reinforced by numerous non-profit organizations, I was motivated to travel to India to rescue women and young girls sold for sex. Little did I know that my good intentions were ingrained in problematic ideological notions of race and ethnicity, gender and sex, and the West being “better” than the “Rest” (Said, 1978). After years of researching trafficking in courses centered on critical theories, and meeting several individuals who have been trafficked, I have identified misrepresentations that reflect a communication problem that merits attention.

My inspiration for this creative project emerged from discussing these communicative issues with faculty members, as well as students in Introduction to Speech Communication courses. These conversations reinforced the problematic common representations of sex trafficking. Therefore, I knew I wanted to create an educational campaign that would assess students’ understanding of sex trafficking. Specifically, I wanted to learn about what they understood as “sex trafficking,” who they thought was sex trafficked, and how they gained their knowledge. If it was similar to my experiences (as I suspected it would be), I wanted to develop a way to challenge and change the impact of those problematic representations. Ultimately, I wanted to
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

determine how an education session that is not seeped in a Western construction of the “third world female subject” as “other” and as “victim” can change students’ perspectives on the overall problem of sex trafficking.

In order to reveal and contest the common misrepresentations about sex trafficking, I begin here with the United Nation’s definition of sex trafficking. Article 3 of the United Nations Protocol to Prevent, Suppress, and Punish Trafficking in Persons, Especially Women and Children, Supplementing the Convention on Transnational Organized Crime, defines trafficking as:

The recruitment, transportation, transfer, harboring, or receipt of persons, by means of the threat or use to force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power, or of a position of vulnerability or of the giving or receiving of payment or benefits to achieve the consent of a person having control over another person, for the purposes of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery, or practices similar to slavery or servitude or the removal of organs (“Protocol to prevent, suppress, and punish trafficking in persons,” 2000, Article 3).

Not included in the UN’s definition, is that sex trafficking is a multi-billion dollar industry that is sustained by power and money, is facilitated through sex and cheap labor, and is popularly constructed as a romanticized spectacle and scandal, rather than as a human rights issue. These elements sound like the beginning of a blockbuster hit, and yet have been the foundation for the popular circulating “script” in the media, the narratives of many anti trafficking organizations, as well as health and human service discourses; all
of whose efforts are to raise awareness about the issue to combat and prevent it. Specifically, this “script” perpetuates stereotypical and ethnocentric representations of people who have been trafficked based on assumptions of their race, ethnicity, and poverty-stricken status. Consequently, this “script” provides a limiting notion about sex trafficking and who is sex trafficked, leaving little to no room to complicate the issue. For instance, both females and males, as well as the young and old can be trafficked. However, my focus is on women and young girls because popular discourses about sex trafficking focus on this population, thus providing a foundation for this project’s content.

Review of Literature

The literature about human trafficking revealed three common themes that assisted me in identifying the limiting ways in which human trafficking, as well as women and young girls who have been trafficked, are discursively constructed. The three themes in the literature reviewed include, on an international level, “Third World victims,” and on a national level, “Non-White” and “White Western victims.” Within the first theme, the “perfect victim” pertains to the “Third World” woman, who is read as “backward” and “traditional” (Mohanty, 2003). Within the second theme, the “blameless and pure, white Western Woman” is represented. The “West” in this instance emerges from the U.S., which Mohanty (2003) identified as “progressive” and “modern” within common discourses. The third theme within the literature is that persons who are trafficked are framed discursively as needing “rescue” and “assistance” (from White/Western “saviors”).

The “Perfect Victim”: The Poor, Non-White, Third World Woman
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

With a focus on the issue of sex trafficking on an international level in non-profit organizations, there is a commodified image in these organizational discourses of the "perfect Third World woman victim." The "perfect victim" in this context is constructed as being a Brown/Third World woman, who is poor, and vulnerable. This image thus overpowers the contexts of sex trafficking of women in the United States which not only becomes about just women and young girls, but also those that fit the "perfect victim" type. These constructions, which are rooted in stereotypes about race, ethnicity, socio-economic status, and gender, discursively construct women and girls who are trafficked as "merely victims" which ultimately positions health and human service professionals as "rescuers of the victims" (which I address in a later section). Additionally, as identified by Dogra (2011) and Uy (2011), these representations of "Third World women victims" are also portrayed as "needy," "weak," and therefore needing saving and protection.

As further discussed by Dogra (2011), the "term 'woman' describes not a [real] person but a political subject in development discourses, such as in international development non-government organizations, which become crucial to our understandings of ideologies, power balance, and relationships" (333). Some of these ideologies, power balances, and relationships, can be connected to the notion of "Orientalism" as discussed by Said (1978) when stating, "Orientalism is fundamentally a political doctrine willed over the Orient because the Orient was weaker than the West, which elided the Orient’s difference with its weakness...As a cultural apparatus Orientalism is all aggression, activity, judgment, will-to-truth, and knowledge" (p.204). We can understand the conceptualization of the "Third World" woman as covered under Said’s (1978) Orientalism. The dichotomy between the West|Rest has been upheld and circulated
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throughout various discourses, especially those in direct relation to concerns over the
issue of human trafficking.

The consideration of how these stereotypes play a role in the formation of human
trafficking discourses is significant to understand how misrepresentations are circulating,
and therefore impact the manner in which women and young girls are supported. As Uy
(2011) found, the images producing a representation of women and girls who are
trafficked are primarily portrayed as Asian, but can also be Eastern European. For
instance, as Uy (2011) further discussed, “when people think of human trafficking, they
often envision women and girls being brought across borders, and being forced into
commercial sex deplorable conditions acts...ultimately constructing the image of the
‘perfect’ victim’ of human trafficking...” (205).

An example of the construction of the “perfect victim” is seen in many
organizational discourses, such as Polaris Project, which provide “survivor testimonies”
for readers to gain an understanding of the trafficked person’s victimhood. The
testimonies are often paired with images of a woman in deplorable conditions, such as
chained in a dirty, bare room, with dirty clothing and no shoes, crying, to enhance the
emotionally-charged discourses. As Doezema (2010) noted, many of these narratives
appeared “fragmented, out of sequence, disguised in legalese, or hidden in human rights
language” (p.107), thus providing a misrepresentation and limited understanding of the
complexities in each case of trafficking.

Socio-economic class and status play a significant role internationally as well as
within the United States when examining the discourses circulating about human
trafficking. Referring to the earlier citation of Uy (2011), the image of primarily Asian or
Eastern European “Third World” women is discursively constructed to present trafficked persons on an international level as living in “deplorable conditions” (205). The “deplorable” conditions can entail terms expressed earlier when referring to Mohanty’s (2003) critique of scholars locating “Third World women,” such as living in underdeveloped locations, rural and urban poverty, “overpopulation” of an area, etc. (p.47). Furthermore, this image of the “perfect victim” is constructed and circulated in relation to international sex trafficking where a young woman, typically non-English speaking, is portrayed as impoverished with bare feet and dirty clothing, desperate for help anywhere she can find it, to either support herself or her family, and is tricked or captured (Uy, 2011). On a national level, however, discursive constructions of “non-white” trafficked persons are circulated with various assumptions about those whom are trafficked which can follow those of the “third world” female subject/ perfect victim, yet are framed as more devious.

There are limited representations and constructions of United States citizen women and girls who are trafficked, due to the fact that many of the cases of trafficking for these individuals are framed as “criminals” arrested for prostitution (Doezema, 2010). The framing of these women and girls as “criminals” is rooted within racial discourses and ultimately is linked with socio-economic status. As identified by Aradu (2003), Doezema (2010), and Mohanty (2003) there are representations in a national context for the United States of “non-white” trafficked women becoming the “Third World victim” status, but are framed as “menacing to society,” “promiscuous,” or “deviant.” In this context, Doezema (2010) recognized a consistently strong dichotomy between the “White slave” and the “impoverished and destructive whore” which is maintained within
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM
discourses circulating on the issue of trafficking, today. This can be seen in news reports, or testimonies of those who are trafficked circulated online or within documentaries. For instance, cases of trafficking of women and girls for sex, with white women who are vulnerable to trafficking or trafficked, the situation is framed as coincidental.

A “circumstantial” case occurred in 2013, Bailey Gates, a white, middle class female agreed to join a man she met online in New York City. Before she left the airport, police were contacted and stopped her after leaving the plane. The officer informed her if she met up with the man, she would most likely have been sex trafficked. She contacted him later to thank him for rescuing her and expressed her newfound beliefs in Christianity. On the other hand, cases of trafficking are reported as prostitution, thus leading to the arrest of the individuals. Many of these cases include the situations of non-white women who are United States citizens. Typically, the women are constructed as “the hyper-sexualized, drug addicted, lower class, prostitute,” who has participated in the risky behavior, and thus brought their situation upon themselves (Doezema, 2010; Lee, 2011).

A comparison is then created between the non-white United States woman and the White United States woman in relation to sex trafficking to identify which situations are circumstantial, and which are due to the individual’s personal, destructive choices leading them to be trafficked.

The “Innocent/Pure Victim”: The Beautiful White Western Woman

The counterpart to the “Third World woman victim” and “non-white Western woman” is the discursive constructions and representations of the “White Western woman,” identified in traditional Western discourses dating back to the 19th century concerning “white slavery” (Doezema, 2010). In the “West” with modern trafficking
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

discourses, trafficking is seen in the United States as the result of racial tensions stealing the innocence of white young women. Doezema (2010) explains “White slavery” refers to the supposed traffic in women and girls for the purposes of prostitution, primarily between the mid-nineteenth and the mid-twentieth centuries. Typical white slavery narratives involved the abduction of European women for the prostitution in South America, Africa, or ‘the Orient’ by ‘foreigners’” (p.4). Many components of these narratives have transitioned to modern discourses constructing and representing “White Western women” who have been trafficked. As identified by Doezema (2010), the beauty of the victim is a common feature of white slavery narratives, which transfer to modern discourses of trafficking. Beauty has been considered to be lost when trafficked.

The narrative of the victim’s beauty is seen within many discursive formations such as public service announcements, popular films about trafficking, and other mediums. For instance, as identified by Lee (2013), “trafficked persons who do not display obvious signs of physical suffering tend to not be recognized as ‘ideal’ or ‘legitimate’ victims of trafficking by police and other authorities. Therefore, the image constructed of the “White Western victim” having her beauty taken from her can be displayed in either the physical sense, of showing signs of abuse, as well as in the symbolic sense of a “broken and undesirable” person. Aside from beauty and sexuality, the “White Western victim” is framed in relation to the innocence and purity of the person who is trafficked. Frequently, women and girls are represented as stripped of their innocence, beauty, and purity. This common representation is also rooted in historical events explained by Mohanty (2003):
During the period of American slavery, constructions of white womanhood as chaste, domesticated, and morally pure had everything to do with corresponding constructions of the black slave woman as promiscuous, available plantation workers. It is the intersection of the various systemic networks of class, race, (hetero)sexuality, and nation, then that position us as ‘women’” (Mohanty, p.55, 2003).

Many of the findings in the literature concerning the “White Western woman” subject position identify it in opposition to those found in the literature on the “Third World/ Non-White Woman” subject position. This ultimately provides an interesting examination of the discursively constructed dichotomy between the categories attempting to provide a clean-cut distinction between human trafficking cases. The dichotomy is rooted in stereotypical notions of race and ethnicity, as well as socio-economic status.

Women within the “White Western” category have been constructed as “captured, innocent, white, and pure” females who have fallen victim to trafficking. In her book, Sex Slaves and Discourse Masters: The Construction of Trafficking (2010), Doezema explains how the Blackness of the pimp figure was “used to underscore the white slavery victim’s innocence, making it impossible for her to have consented, and could only exist in opposition to black women, for whom consent was considered irrelevant” (Le Travail, n.d., p.244). In addition to racialized themes within literature concerning the “White Western victim” are those linked to socio-economic status.

Socio-economic status for the “White Western Woman” who is trafficked is split discursively between the “middle class” and “lower class.” Hoyle, Bosworth, and Dempsey (2011) identified in their study, in which poor women who were trafficked, consented to sex work with their traffickers, or were misled about expectations of their
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

work by their pimp in order to gain financial independence. As identified by Lee (2011), if women of the “middle and lower” class participated in “risky behavior” such as drug use or perhaps working in exotic dance clubs, then trafficking was brought upon themselves.

It is common that women who are categorized as wealthy and/or upper to middle class are represented as not having consented, and therefore were captured and forced into human trafficking (see e.g., Doezema, 2010; Hoyle, Bosworth, and Dempsey, 2011). These images are commonly depicted and reinforced in popular culture films, such as Taken (see e.g., Baker, 2014). In the film, Kim, the daughter of a retired CIA agent is kidnapped while on a trip to Paris. She is from a wealthy household, young, a US citizen, who is also white and innocent. There was no consent on her part, therefore she is the “innocent/pure victim.” Ultimately, the discursive constructions of women and girls who are trafficked are linked to the assumptions made about demographic categories of race and ethnicity and socio-economic status and have affected how “help”/“assistance”/and “saving” persons who are trafficked is framed. By constructing trafficked persons as “merely victims,” the problem arises of placing nonprofit workers as the benevolent humanitarian who can speak for and about “victims” (Alcoff, 1991-1992). The result in this placement of nonprofit workers then limits agency for the women and young girls who are trafficked.

Victims Needing a Savior: (Western) Health and Human Service Agencies Come to the Rescue

As discussed by Lee (2011), a hierarchy of trafficking victimhood is linked to the discourses and image construction of those who are trafficked. At the top of the hierarchy
are those who are considered the “ideal or perfect victim.” These individuals, as discussed in the previous sections, either fall into the “Third World victim” category as being disheveled, needing to be rescued, and vulnerable, or, fall into the category of the “White Western victim” who is pure, innocent, beautiful, and captured. On the lower end of the hierarchy are nationally as well as internationally “risky lifestyles,” such as those living in lawless communities, drug users, former criminals, and non-citizens; therefore, qualifying as “less deserving” of inclusion in laws, policies, and agendas. An example of the hierarchy of victimhood in action is addressed in Konstantopoulos’ et. al, (2013) research, which reveals the negative attitudes of healthcare professionals toward victims of trafficking due to the stigma of their work, their gender, socioeconomic class, and other factors. Thereby, non-profit workers’ attitudes are influenced by, as well as perpetuate, the myths and stereotypes about women and young girls who have been trafficked. Ultimately, women and young girls who have been trafficked are subject to the ideology of “white men saving brown women” (Spivak, 1988, p.92), and thus the “white man’s burden” (Grewal, 2005) to rescue and care for “these victims.” The ideological assumption of the Western white male saving those who have been trafficked has been amply critiqued, (see e.g. Doezema, 2010; Lee, 2013; Uy, 2011.; Grewal, 2005; Shome& Hegde, 2002; Spivak,1988; and Mohanty, 1991), and yet are still reflected and maintained in popular discourses on human trafficking.

The “White Western Male saving the victim of trafficking” has been identified by Baker (2014) in the popular film, Trade (2007). In the film, a 13 year old girl from Mexico is kidnapped for sex trafficking. Her brother, Jorge, who is seventeen, takes it upon himself to rescue her. When Jorge fails at rescuing her himself, he seeks out the
help of a White male Texas cop who lost his own daughter to trafficking. These popular constructions impact how trafficking is discussed, as well as contribute to framing the need to “save” women and young girls who are trafficked (because their “own men” can’t do it either). The notion of the “white man’s burden” is not only reflected in popular media representations of human trafficking, but is also reflected organizational discourses.

Arthur (2012) states, “the ability of compassionate texts to move us to action does not depend simply on their aesthetic characteristics, but also, crucially, on what political and interpretive networks they enter into and the actions which flow from these agents of change” (p150). Similarly, as identified by Ahmed (2004), “signs increase in affective value as an effect of the movement between signs: the more signs circulate, the more affective they become” (p.45). Discursive representations of trafficking have then intersected with discourses framed to help and rescue persons who are trafficked, which has led to the conflation of sex trafficking and prostitution being seen as a criminal issue needing “stricter policing, the saving of victims, and tightening of borders” (Pajnik, 2010).

When discourses frame women and young girls as “merely victims who need saving,” they leave little room for an understanding of how women and young girls may enact agency; in fact, they can function to take agency away from the women and young girls. As Lee (2011) notes, “critics have argued that conventional victim typifications risk pathologizing individuals, that the term ‘victim’ has ‘undesirable connotations’ of being ‘damaged, passive, and powerless,’ which encourages some people to propose strategies which are reminiscent of imperial interventions in the lives of the [native] subject” (p.65).
As Uy (2011) further explains, “the focus on the idea of the ‘perfect victim’ fails to take into account personal agency. Often the popular discourse on trafficking, discussion about personal choice and agency are absent” (211). In relation to personal agency, the discursive constructions of the “White Western victim” as pure and vulnerable, as well as the “Third World victim” as needy, vulnerable, and powerless, places persons who are trafficked in a position as being objects.

**Framework**

After analyzing the literature concerning sex trafficking of women and young girls, I was mindful of what is necessary to include in the educational session to challenge and rectify the misunderstandings about national and international sex trafficking. As discussed in the previous sections, a limited understanding of trafficking, in-part, due to misrepresentations and assumptions of the intersection of race and ethnicity, socio-economic status, and gender within a global context, can ultimately hinder how services provide resources to those who have been trafficked (Hodge, 2008; Lange, 2010; Lee, 2013; Wilson & Dalton, 2008). With an educational program that focused on breaking down the myths of trafficking and examining the complexities in relation to the intersection of demographic categories associated with the issue, students can gain a better understanding of what trafficking is, as well as how to assist those affected by trafficking around them, and professionals combating trafficking. A foundation, or perhaps even a lens to identify, critique, and strive to fix issues of representation was provided through a transnational feminist lens.

As Mohanty (1991) explains, “contemporary versions of transnational feminism depart from “one voice” feminism and romantic conception of global sisterhood. The
critique of a global sisterhood reflects the understanding that sisterhood cannot be assumed on the basis of gender, but instead forged in concrete historical and political practice and analysis” (p.58). A transnational feminist perspective “extends discussions of the intersection of demographic categories like race, class, gender, and sexuality situated within the relationship of particular nation-states, including histories of capitalism, colonialism, and military conflict” (p.59). Dempsey (2009) adds that a “transnational feminist perspective locates the need to attend to the ways in which problematic treatments of difference, such as essentialism, play out within transnational forms of organizing” (p.61). To further this idea, I referred to Crenshaw’s (n.d.) discussion on political strategies challenging subordinating practices while maintaining others.

She further explains that “political strategies that challenge only certain subordinating practices while maintaining existing hierarchies not only marginalize those who are subject to multiple systems of subordination but also often result in the oppositionalizing race and gender discourses” (p. 112-113). She continues to argue that an intersectional critique is thus important in uncovering the ways in which the reformist politics of one discourse enforce subordinating aspects of another” (p.113). Similar to this argument and relating it to representations of those directly affected by trafficking, Freeman (2009) cites Black (2001), and states:

To be ethical, advocacy communicators must avoid the kind of manipulative, misleading, and reductionist message constructions that are characteristics of propaganda, such as reliance on authority figures; use of unverifiable abstractions; belief in a fixed,
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

polarized world; reduction of complex issues into a simplified cause and effect; and emphasis on conflict over cooperation (p.271).

As a researcher interested in focusing on the subjects outside of a U.S. context, I acknowledge the possible dilemmas that can emerge from my own positionality. Therefore, I approached this project mindful of my privileged white female, US citizenship positionality, who has not been trafficked. Furthermore, I drew on postcolonial and transnational feminist scholarship to frame my project. When reflecting upon my own preconceived notions of sex trafficking, as discussed in the introduction of this proposal, I traced back many representational issues which have been formulated and expressed repeatedly in anti-trafficking messages. Many of these constructions I initially believed to be true, were those that set up cases of trafficking either within the “Third World woman” category or the “White Western woman” category. Being mindful and self-reflexive of ethical implications in my study, I applied the idea of the complexities of the intersection of demographic categories to further understand how it applies to representation through the discourses of various organizations and mediums in the construction of the vulnerable/ exploited woman. To achieve this, I utilized an applied communication and social justice framework to unpack these complexities of human trafficking to educate others on the issue.

The identified categories of, “The ‘Perfect Victim’: The Poor, Non-white, Third World Woman in contrast to “The ‘Innocent/Pure Victim’: The Beautiful White Western Woman” that have been revealed and problematized in the literature, has no doubt been the foundation for a broader publics knowledge about human trafficking, as it was for me. After examining the understanding of sex trafficking amongst health and human
agencies, it was beneficial to explore how individuals outside of these agencies understand the issue of sex trafficking. In my project, I sought to understand how the students in select classes in a Midwestern university think of women who have been trafficked. The courses selected for this project included the Communication, Race, and Ethnicity, Latin/a Human Rights and Discourse/s with Dr. T. M. Linda Scholz, Dr. Beth Gill’s Health Communication course, and an open lecture to the Introduction of Speech Communication sections. To be able to accomplish this, a framework in social justice and applied communication go hand in hand to promote education on the issue.

Much of the literature concerning social justice was focused not only on ethics, or clinical practices, but also pedagogical implications. With my ultimate focus being to deconstruct the myths of trafficking as a form of public awareness, I looked to the foundations of social justice and applied communication as an area of inquiry that helped me further understand how to unpack these myths and issues of representation and identity depictions in an ethical and respectful manner. What was evident from literature concerning applied communication and social justice would be that there are many similarities between the goals of applied communication and social justice research, therefore, providing an overlap for a foundation in the frameworks.

As stated by Frey (et al.,1998),

We sincerely believe that communication scholars, practitioners, educators, and students alike have much to contribute to the struggle to challenge the norms, practices, relations, and structures that promote and maintain inequality and injustice. The question is whether we are part of the problem or part of the solution (p.123).
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Reflecting back upon Armbruster-Sandoval’s (2005) research, teaching social justice through radical pedagogy can be an extremely difficult task to take on, such as attempting to critically examine racism, challenging racism, and promoting alliances with students in a short amount of time, such as a semester, or within a class period, but a rewarding opportunity once the seed of change is planted amongst others. In order to achieve change in our community, education becomes a key foundation in making this change occur, therefore the mission of applied communication comes into play when merging theory and practicality together to accomplish teaching social justice within a classroom setting.

Since applied communication is not tied to a specific topic/phenomena (Kreps, Frey, & O’Hair, 1992), and is rather focused on social problems and making a difference in people’s lives, and as discussed by Eschenfelder (2011), “applied communication research focuses on specific communication contexts or situations in a manner that provides ‘insight to the solution of social problems’ or ‘leads to interventions that make a difference in people’s lives (as cited in Cissna, 1995).’” (p. 39). Therefore, I was able to utilize the framework within my own project to assess the student’s current knowledge of trafficking before the informational session, as well as after the session, to further analyze and educate others on the discursive myths of trafficking.

In Cissna’s letter from the editor in the Journal of Applied Communication Research, they explain:

Applied communication research involves such a question or problem of human communication or examines human communication in order to provide an answer or solution to the question or problem. The intent or goal of the inquiry (as
manifest in the research report itself) is the hallmark of applied communication research. Applied communication research involves the development of knowledge regarding a real human communication problem or question. (Cisna 1982: iv (As cited in Kreps, Frey, & O’Hair, 1991, p.73)).

By deconstructing and problematizing many of the discourses circulating about the issue of human trafficking, I aimed to educate students on the complexities of human trafficking in relation to the intersection of race, class, gender, and sex. By using applied communication paired with social justice, along with a transnational feminist framework, I created an educational program to bring into a classroom setting. My goal stems from Keyton’s (2005) discussion of applied communication from his letter as the editor in the Journal of Applied Communication Research when stating:

Existing theory and research [should] be applied to practical situations, problems, and practices or should illuminate how embodied activities inform and reform existing theory. Thus, for empirical submission both deductive and inductive approaches, all theories and methodologies, and all applied communication contexts are appropriate for JACR as long as manuscripts evaluate how communication defines, regulates, alters, or sheds light on contemporary social issues.” (Keyton 2005: 286)

The call for praxis is encouraged within applied communication, for the researcher to be directly involved in the process of the research, rather than an outsider reporting on the phenomenon. (Eschenfelder, 2011). As described by Kreps, Frey, and O’Hair (1992), applied communication research can provide pragmatic solutions to societal issues, such as suggestions for those in an area of inquiry working to solve a problem, as well as
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

potential to achieve societal goals, such as clarifying and educating on the issue of human trafficking. Following Eschenfelder’s (2011) call for more research being conducted with theory and practice working together, it was significant to educate students in the communication discipline on human rights violations, in this project’s case, sex trafficking, in which students in our field play a large role in making a difference. This can be seen within works such as Dragiewicz (2008) as well as Orbe & Allen (2008). Dragiewicz (2008), for instance, educated her students on the issue of trafficking from a feminist lens, breaking down the debate among feminists concerning trafficking. Ultimately, these discussions unpacked the stereotypes and myths associated with trafficking, which she was able to elaborate upon further from her own experience as a research assistant for The Protection Project, thus incorporating theory and practical experience to further educate her students. Orbe & Allen (2008) discuss how critical race theory and applied communication has been evident within the Journal of Applied Communication through various works, such as Armbruster-Sandoval’s (2005) work concerning radical pedagogy, activism, and social change, in regards to racism in America. From these works, it is evident that applied communication and social justice literature, provided a unique opportunity to incorporate applied theory on the issue of trafficking. Ideally, this program will be accessible in various settings such as an office, classroom, community group, and more.

For the purposes of this creative thesis, I designed an educational campaign to utilize within the selected courses. The educational session took place over one class period, no longer than 75 minutes each, in which all interactions with the students were conducted in that amount of time. I started the session off with their consent to participate
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

in my project by reviewing and signing a consent form and then transitioned to a writing activity to assess each student’s grasp of knowledge, if any, on the issue of sex trafficking. From there, I discussed the definition of trafficking, showed short film clips which frame trafficking as a “Third World” issue, or, in the “rare” cases of the “White Western woman” being kidnapped and trafficked. After showing the selected clips, I broke down the narratives presented by sharing the reality of complexities in trafficking cases associated with the intersection of race and ethnicity, socio-economic status, and gender.

To help support this session, I drew from recorded testimonies and news stories which can support the notion that trafficking is framed in circulating narratives, or which resist these narratives to reveal the complexities of the cases. After the educational session, I had the students complete a final writing assignment to assess what they have learned from the session, compared to their prior knowledge on the issue of sex trafficking.

In conducting this creative thesis project, I wished to answer the following:

“How do students describe sex trafficking?”

“Where have they gained their prior knowledge, if any, on the issue of sex trafficking?”

“How do the students now describe the issue of sex trafficking after the educational session?”

**Breakdown of Timeline and Course Lesson Plans**
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

In preparation for my educational campaign in each course, I examined several existing presentations for anti-trafficking education and compared that information to the information discussed in the literature review. I also examined media clips and news articles to bring in as many examples as possible to enhance the information discussed in the PowerPoint presentation (see Appendix A) that I showed each class. After examining the common assumptions and myths of sex trafficking that emerged from the literature review, I referred back to a resource guide (see Appendices A and B) I created in Communication Pedagogy as my final portfolio. Within this resource guide, I created various lectures that provide ample information about sex and labor trafficking on a local and global scale. I also developed activities that drew on information acquired from various organizations that focus on trafficking and/or sexual assault training and awareness.1 In order to meet various learning style needs for students, the presentation included multi-media activities such as PowerPoint presentations, video clips (including documentaries, music videos, and film trailers), written activities, and applied knowledge activities such as a nursing toolkit to analyze and add their own suggestions to improve it.

Within the next section, I will provide a step, by step overview of the lesson plan for each course in which I will begin with an explanation of the materials I used, along with a brief explanation of the changes made for each class. I will first begin with a

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1 Within the Illinois Coalition Against Sexual Assault (ICASA) 40-hour Sexual Assault Crisis Intervention Training, several objectives were expected after the training was completed; identify a rape culture and its impact on society; debunk the myths which exist in rape culture; identify the forces of privilege and oppression within our culture and their relationship to sexual assault; distinguish between a victim-centered philosophy of services and a traditional medical approach; cite the facts and stats related to sexual assault; practice and demonstrate the skills of crisis intervention; understand the role of activism and education in rape prevention; articulate the role of the rape crisis worker; and recognize vicarious trauma and practice self-care (ICASA Training Manual, 2001).
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM
discussion of the University of Illinois Nursing course, followed by the Health and
Communication course, the Communication, Race and Ethnicity course, that Latin/a
Human Rights and Discourse/s course, and finally, the Introduction to Speech
Communication open lecture.

Nursing Course at the University of Illinois

Before beginning this project, a friend from my undergraduate studies who
transferred from our school to the University of Illinois asked me if I would be interested
in discussing human trafficking with her nursing course. After conversing with her
instructor, I was invited to speak to the class near the end of the school year. My time
presenting for the nursing class at University of Illinois provided a foundation to what I
would eventually develop as an educational campaign. Although I wanted to address
trafficking as a whole in my lecture at the University of Illinois for a nursing course, I
knew I would be limited by a 30-minute time frame.

Step 1: PRE-PRESENTATION REFLECTION

I distributed a “pre-presentation reflection,” (See Appendix B) in which students
answered, to the best of their knowledge, what trafficking is, who is involved, where it
occurs, and why it occurs. I distributed this “pre-presentation reflection” to all other
courses as well.

This activity fulfilled two significant goals for this project. The first was to have
students brainstorm what they know about trafficking, while transitioning emotionally
into the presentation’s content. The second goal assisted me in understanding what
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

students knew about trafficking before the presentation, while providing a tangible record of responses for me to refer to when comparing pre-and-post responses.

**STEP 2: POWERPOINT PRESENTATION**

I provided a lecture guided by a PowerPoint presentation that I created from information from the resource guide. The PowerPoint enabled me to clearly cover the various definitions of the types of trafficking, as well as a break-down of how and where trafficking can take place, and to who trafficking can affect (See Appendix A).

**STEP 3: DFC HUMAN TRAFFICKING NURSING TOOLKIT**

Following the PowerPoint presentation I distributed a “DFC Human Trafficking Nursing Toolkit” (See Appendix C). The students were directed to read through the checklist included in the toolkit to determine if the questions could lead a health care professional to infer a “diagnosis” to determine if the individual is a trafficked person. As a class, we identified problem areas in the checklist that needed further discussion because it could be too easy to assume that someone is a trafficked person when they are not.

The class identified the problematic format of the checklist in the toolkit itself; while also highlighting that the questions were awkwardly worded. A result of awkwardly worded questions could lead to confusing answers, or lack of detail in the answers provided by the person being examined. For example, the fact that there are open ended questions such as “How long have you been doing this;” or “Has anyone threatened your family,” asked in the toolkit are followed with “yes” or “no” answer check boxes. Both questions are followed by a “yes” and “no” checkbox, where only the
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Second question can technically be answered with a “yes” or a “no.” Both questions, however, may require more than just a simple “yes” or “no” to be properly answered.

In addition to problems with the checklist itself, there were problems with the checklist not taking into account that there needs to be an established relationship between nurses and the person being examined. There are pages of complicated questions and checklists of physical indicators of trafficking to be asked within the short amount of time meeting with the patient. During the activity of reviewing this checklist with students, I emphasized the importance of understanding that many characteristics or signifiers of a trafficked person, cannot be seen, let alone be determined from minimal interaction with the individual.

The third problem with the checklist centered on questioning how nurses could adequately “read” or “label” or “attribute meaning to” signs of physical and emotional abuse. An example of this is evident when the toolkit asks if there are physical signs of abuse or psychological aspects such as experiencing “feelings of shame, shock denial, helplessness, etc.” By asking a few of these questions there is an implication of being able to identify trafficking through physical abnormalities or a quick psychological examination of experiences the patient may share with the nurse. A case of trafficking, in retrospect, may be too complicated to identify within a limited time-frame between patients and health care providers. Although students and I identified limitations within the toolkit, they were still able to gain a general understanding of how some patterns may identify a potential case of trafficking.

STEP 4: GLOBAL EFFORTS IN COMBATING TRAFFICKING
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Following the toolkit presentation, I presented information about new global efforts in combating trafficking. Students were given an article titled “Sweetie,” that explains how an interactive computerized image of a girl is able to locate “Johns” globally (Memmott, 2013). After reading this article, we had an open discussion where the students were able to ask questions. After the discussion period, I concluded the presentation with a “Post-presentation reflection” (as was done in each of the class sessions here after).

*STEP 5: POST-REFLECTIONS*

To conclude the presentation, students filled out the post-presentation reflection, which asked the same questions as the pre-presentation reflection. Providing them the same set of questions for their reflection helps to assess how their answers may have changed (or not) after the presentation was completed.

**Health and Communication course at Eastern Illinois University**

Prior to presenting in the Health and Communication course, I made adjustments to the presentation/program based on what I learned from the nursing course (elaboration of what was changed is explained in each step below). Dr. Gill scheduled me for 50 minutes in the class, enabling me to make adjustments to what I presented in the nursing class. Since I had 30-40 more minutes of presentation time, I re-considered what activities could be expanded upon. For instance, with more time, I could show a film trailer and interview clips with survivors of sex-trafficking. Subsequently, since this was a communication-based course, I could focus more on the *discursive* constructions of trafficking within the film trailers, as well as in the interview. This way, students could...
identify and understand the ways in which trafficking is generally described and portrayed. By adding a film trailer and an interview I chose to cut a few videos of global efforts to combat trafficking. The additional time allotted would then set the stage for a more detailed and fruitful discussion.

**Step 1: PRE-PRESENTATION REFLECTION**

I distributed the same “pre-presentation reflection,” that I used in the nursing class at the University of Illinois.

**Step 2: WHAT IS SEX TRAFFICKING?** Following the pre-presentation response writing activity, I began with a new activity, which I have titled “Identifying Common Description of Trafficking.” This activity is adopted from the Illinois Coalition Against Sexual Assault (ICASA) volunteer training program I participated in through the Sexual Assault Counseling and Information Services. I designed it to help myself, as well as the class, identify the ways in which we understand trafficking. For my activity I wrote a chart on the board that included four categories: “Sex,” “Sex Trafficking,” “Traffickers/Controllers,” and “Trafficked Persons.” In order, I asked students to describe what they thought of when they hear these terms/phrases, or, to share descriptors of each term/phrase. When describing the ways in which “sex” is discursively constructed, students shared phrases such as “screwing” or “banging chicks,” whereas “sex trafficking” was described as “men kidnapping young girls,” or “selling sex slaves.” We connected the aggressive, and/or, male-centered ways in which “sex” is described and known discursively to how sex trafficking is understood.
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

This activity provided a transition into the PowerPoint presentation in order to have students feel comfortable discussing the subject, rather than just beginning the lecture. To meet various learning styles, as well as to keep students engaged, starting with a discussion-based activity allows students to interact with each other before being bombarded with definitions and statistics relating to trafficking. One of my priorities with this project was to make sure students not only felt comfortable learning about this topic, but that they felt comfortable discussing it with each other and myself. Given the success of this activity in the Health Communication course, I decided to incorporate it in the rest of the presentations as well.

STEP 3: POWERPOINT PRESENTATION

After the activity, “what is sex trafficking?”, I transitioned into the PowerPoint presentation. After the nursing class presentation, I made some amendments to the PowerPoint slides. Specifically, I condensed lengthy definitions of the various types of trafficking. Although I condensed specific definitions, it did not detract from the actual definition of trafficking itself.

STEP 4: INTERVIEW CLIP WITH A SURVIVOR OF TRAFFICKING

Following the PowerPoint, I played portions of an interview with Tanya Street (Horne, 2014), a survivor of sex trafficking, to hear of her experience as a woman of color being trafficked. In this interview, Tanya discusses her experience being trafficked by a man she met on a blind date with whom she formed a romantic relationship. Due to the positive responses from students when showing these clips, I incorporated the video in each of the following presentations as well.
STEP 5: MEDIA PORTRAYALS OF TRAFFICKING

Following the interview, I played the music video by “The Killers” entitled Goodnight, Travel Well. The video showed the transition of a young female meeting up with a male in a hotel (seemingly consensual), while providing flashbacks to her moments before being held captive and abused by her trafficker. While viewing the video, I encouraged students to watch for themes in the video that may have provided only one perspective on trafficking.

STEP 6: DFC HUMAN TRAFFICKING NURSING TOOLKIT

I then asked the students to break into pairs to review the nursing identification of trafficking checklist with their new knowledge on the issue. Although these were non-nursing students, this checklist provided a tangible example of how trafficking can be constructed. Some of the constructions match common misconceptions of trafficking, while other red flags presented assist students in understanding various components of a case of trafficking.

STEP 7: POST-PRESENTATION REFLECTIONS

At the conclusion of my presentation, I distributed the post-presentation reflections to students.

Communication, Race, and Ethnicity, at Eastern Illinois University

I was allotted 75 minutes in the Communication, Race, and Ethnicity class for my presentation. After meeting with Dr. T. M. Linda Scholz prior to the presentation, we discussed the changes deemed necessary for this presentation while still incorporating
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

information and materials used in my previous presentations. Once again, I adjusted my former presentation to meet a few of the objectives of this course. We agreed that a focus on race and local sex trafficking was our main discussion point, in addition to relevant statistics linked with examples in the documentaries.

Step 1: PRE-PRESENTATION RESPONSE

As I did in the other classes, I provided students with the pre-presentation questionnaire. After they turned them in, I transitioned them into the activity, “Identifying Common Descriptions of Trafficking.”

Step 2: WHAT IS SEX TRAFFICKING?

Using the same categories on the chalkboard (“sex,” “traffickers/ controllers,” “trafficked persons”), I asked students to try to connect what they have learned in the Communication, Race, and Ethnicity course to common discourses on localized sex trafficking. This way, students identified themes present in their course from theories they have covered to information surrounding the issue of trafficking.

Step 3: POWERPOINT PRESENTATION

I used the same PowerPoint that I used in the Health Communication course, but added a slide with statistics about race and gender to illustrate for the class how they are linked to sex trafficking (See Appendix A).

Step 4: MEDIA PORTRAYALS OF TRAFFICKING

In this course, I included a viewing of the film trailer, Trade to provide a platform to discuss how race and ethnicity are portrayed in media depictions of
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

trafficking. After discussing the PowerPoint and unpacking the trailer, the students and I turned to a discussion about “benevolent humanitarian syndrome,” as well as the possible stripping of agency when similar anti-trafficking efforts emerge. When discussing benevolent humanitarian syndrome in the context of anti-trafficking efforts, I mostly focused on the “white male savior” complex. I referred to Baker’s (2014) discussion of the film in connection to the “White Western Male saving the victim of trafficking” to help students understand the “savior complex” that is evident in many anti-trafficking discourses.

*Step 5: SHOWING OF INTERVIEW WITH TANYA STREET*

Following the discussion of the film trailer, I showed the clips of the interview with Tanya Street. By showing this specific interview, students were able to identify how their new knowledge about how race, ethnicity, and communication are linked to sex trafficking in the US.

*Step 6: POST-PRESENTATION RESPONSE*

To conclude this presentation, I distributed the post-presentation responses for students.

**Latin/a Human Rights and Discourse/s course at Eastern Illinois University**

While I followed the same format in this class as I did in the Communication, Race, and Ethnicity class, I did make some adjustments to align with the specific course objectives. In the Latin/a Human Rights and Discourse/s course, the idea of the “white savior to brown victims” was discussed with students. This neoimperialist theme is also popularly critiqued in the trafficking literature (e.g., see Spivak, 1988; Baker, 2014).
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Therefore, I tied in transnational feminist theory to examples of how the “white savior” is present in many anti-trafficking discourses.

*Step 1: PRE-PRESENTATION RESPONSES*

As in the previous classes, I started the session with the pre-presentation responses.

*Step 2: WHAT IS SEX TRAFFICKING?*

The same chalkboard activity from the previous presentation was used in this course. This activity provided a similar focus on race and gender constructions and implications of anti-trafficking discourses.

*Step 3: POWERPOINT PRESENTATION*

I change some of the PowerPoint slides to align more clearly with the subject of Human Rights and women in Latin America. The PowerPoint I used in the class, as well as in the following classes, included the definition of trafficking, types of trafficking, and a map of where trafficking occurs. I removed the slides with examples since they were covered in the discussion portion of the presentation.

In our discussion, I challenged the notion of trafficking only occurring at US borders by connecting to cases that happen in the Midwest. As noted in the trafficking literature (Uy, 2011), many media constructions and representations of trafficking show the issue occurring in Mexico, Texas, California, etc. and mostly of “young brown women and girls” (Dogra, 2011; Uy, 2011). By showing the Polaris Project map, students were able to visualize how prominent trafficking is in specific parts of the US. Although
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

this map provided a good statistical representation of cases reported, I explained to students the importance of understanding cases reported should not be conflated with existing un-reported cases of trafficking. The number of cases reported do not provide a true representation of the number of cases of trafficking globally. Thus, the issue is much more severe than even the thousands of cases recognized by reports.

Step 4: MEDIA PORTRAYALS OF TRAFFICKING

I once again showed the trailer for the film Trade. Our discussion about this trailer centered on race, ethnicity, and gender. Additionally, the students discussed the “Benevolent Humanitarian syndrome” in relation to the “White Western Male saving the victims of trafficking” specifically.

Step 5: INTERVIEW WITH TANYA STREET

The same clips from the interview from the previous presentation were used in this presentation. I emphasized the importance of understanding that race or ethnicity does not determine whether or not a person is trafficked. In other words, persons trafficked are from all racial and ethnicity social identity categories. By sharing Tanya’s interview, I was able to dispel the myth that trafficking only occurs at the US border with Mexico. In short, students were able to get a sense that persons trafficked come from a diversity of backgrounds.

Step 6: POST-PRESENTATION RESPONSES

To conclude this presentation, I distributed the post-presentation responses to have students reflect upon our discussion and what they learned about localized sex trafficking.
Introduction to Speech Communication open lecture at Eastern Illinois University

This presentation was unique in so far as the students were mostly first year students, compared to the other courses in which I presented. Given that they were primarily first year students, I assumed that their knowledge about trafficking, and concepts related to trafficking, may have been more limited compared to the students in upper division classes. Moreover, since many of my own students in this course shared their limited understanding on the topic of trafficking, I wanted to make an accessible program specifically designed for them. Additionally, this presentation was unique in that I specifically invited students from the various sections of Introduction to Speech Communication to attend during the last week of classes outside of their regularly scheduled course. As an incentive to attend, I offered extra credit for each student that participated in the entire presentation (tracked by having them sign in upon its conclusion).

I used the same materials that were used in the Latin/a Human Rights Discourse/s course since they worked well to spark a good discussion. I also wanted to explain to students the intersection of race, ethnicity, class and gender that is reflected in people trafficked, as well as in traffickers. However, I also wanted to do so without a theory-heavy approach. I felt that a theory-heavy approach might result in students tuning out. I was also aware that with an audience of +/- 60 students, I needed to allot more time for discussion.

*Step 1: PRE-PRESENTATION RESPONSES*
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

The students first filled out the pre-presentation questionnaire (as in the other presentations).

Step 2: WHAT IS SEX TRAFFICKING?

I again started the next phase of the presentation with the “Identifying Common Descriptions of Trafficking” activity. My focus, this time, was not explicitly connected to race and ethnicity, or gender, as it was broken down in the former presentations. Rather, these social identity categories were more so represented through the various case examples I showed to students. As I did in the previous sessions, I asked students to describe how they either know trafficking in relation to these categories, or how they have observed common discourses surrounding trafficking.

Step 3: POWERPOINT PRESENTATION

I used the same PowerPoint that I used for the Latin/a Human Rights and Discourse/s class. The PowerPoint was broad enough to prompt a fruitful discussion without focusing to heavily on theory.

Step 4: MEDIA PORTRAYALS OF TRAFFICKING

I played the trailer for the film Trade and explained to students the critique of some anti-trafficking efforts. Many of these efforts construct the issue as a “Third World” issue rather than as one which does occur in the United States with individuals of various demographic backgrounds.

Step 5: INTERVIEW WITH TANYA STREET
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

I played clips from the interview with Tanya Street to personalize the statistics in the PowerPoint presentation. These clips also provided a connection to the critique of anti-trafficking discourses constructing it as a “Third World” problem. I then discussed with students how anyone from various demographic backgrounds can be traffickers or be trafficked persons.

**Step 6: POST-PRESENTATION RESPONSES**

To conclude this presentation, I asked students to fill out the post-presentation response, followed by questions they had of the presentation.

**DATA THEMATIC ANALYSIS**

Pre-and-post presentation responses were examined methodologically using thematic analysis. The pre-presentation response themes included, a) human bodies as capital, b) the wretched-ness of trafficking, and c) the exotification of others. Following the themes reflected in the pre-presentation data, the themes in the post-presentation data included, a) relationships are complicated, b) trafficking occurs at “home,” c) the invisibility of trafficked bodies, and d) students taking responsibility for change. In utilizing this method, I was able to compare how students described trafficking before and after the presentation based on their responses.

**Pre-Response Data Thematic Analysis**

When reading through the pre-response data for keywords and phrases the students used, three themes were located within the student’s comments:

(1) Human Bodies as Capital
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

(2) Wretched-ness of Trafficking,

(3) The Exotification of Others.

Within each theme, sub-themes were discovered from the statements and phrases the students used in their pre-and-post-presentation responses, which asked:

1) What is human trafficking?

2) Who is involved in human trafficking (who is/ can be a victim, who are the traffickers, etc.)? 3) Where does trafficking occur?

4) Why does it occur?

In an attempt to avoid using leading questions and skewing answers from students, I asked generalized and broad questions in the pre-and-post-responses to gain a true comparison of a potential shift in answers for the students.

**Human Bodies as Capital**

This theme reveals students understanding of trafficking involving the commodification of bodies for sex or labor. Although, as trafficking is a complicated issue, students demonstrated a generalized and sometimes misinformed understanding of what trafficking is. A majority of students described sex trafficking as “slavery” where there is the selling of a person by and to a stranger. Furthermore, most of these responses focusing on human bodies as capital were described as the bodies being trafficked belonging to young girls. These young girls’ bodies, as students described, are being kidnapped and sold (or bribed), similar to slavery. After discussing the “type” of person who is trafficked, many students provided descriptions of traffickers. When explaining
who the traffickers were, students described these strangers as “old men who are wealthy and powerful.” Additionally, the film Taken has functioned as a source of knowledge where an audience (in this case, students) assume trafficking involving the abduction of young wealthy white women.

For example, one student explained, “The movie Taken opened me up to the topic of human trafficking. My understanding is that most humans involved with trafficking are young females.” Whereas another student (as many others also explained) described trafficking as “women sold to perform sexual acts for men. They are held prisoner and forced to have sex, usually many times a day. This occurs to women traveling, primarily.” Both of these responses provide insight into how the “script” of trafficking (Doezema, 2010; Hoyle, Bosworth, and Dempsey, 2011; Baker, 2014), affects student’s perceptions of trafficking. Knowing trafficking as human bodies being capital further highlights this misperception whilst ignoring the cases outside of this “script.” If framed simply as kidnapping of bodies and selling them for full profit, cases rooted in consent or manipulated for some or little of the profit, are excluded.

The Wretched-ness of Trafficking

Many students implied in their responses that there is no consent from the individuals being trafficked. In contrast, some students throughout the classes conceptualized trafficking as prostitution, which is seen as not necessarily forced. This understanding overlaps, in some elements, with the second theme, by discussing victim blaming due to the stigmas associated with sex work. Those trafficked were described in responses as “vulnerable women” “prostituting” themselves, or being “madams” that are primarily “low-income” and/ or “for drugs.”
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

When students discussed trafficking being interchangeable with prostitution, the notion of low-income/low-socio economic class was highlighted. For example, multiple students understood trafficking as either “prostitution in poor countries” or “prostitution in low-income areas.” Therefore, there is a dichotomy between trafficking/prostitution linked with happenstance/trafficked person’s circumstances. These assumptions were also identified in the literature review (Doezema, 2010). Ultimately, the main difference between the first theme of “human bodies as capital,” and “the wretched-ness of trafficking” lies in the responses focusing on social class and consent.

Many of the statements linked to trafficking as consensual and non-consensual were associated with descriptions of traffickers. A majority of responses describe the traffickers as being “anyone, but primarily men” or went into detail with descriptions of the traffickers. Many of these descriptions were of traffickers being “gangsters,” “pimps,” “animals,” and “weirdo” or, those who are “mafia-like.” With a limited notion of who traffickers are, as discussed in the literature review (Doezema, 2010), many cases of trafficking can be ill-reported or completely over-looked.

Ultimately, however, the main aspect identified thematically from student’s responses was the description of the environment/setting where trafficking takes place. Many of the responses in the pre-presentation data focused on the “dirty acts of getting the girls” (as one student described). The acts are “violent,” “abusive,” and ultimately lead the trafficked persons to “horrible conditions.” These conditions include a “work-setting” so-to-speak, of alleys, old buildings, warehouses within a city or being drugged and handcuffed to a bed. This image that the students described, match those in the visual rhetoric circulating about trafficking through films and awareness posters. These images
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

reflect the narrative of the “deplorable third-world perfect victim” (Dogra, 2011; Doezema, 2010; Uy, 2011). Many of the responses not only focused on the wretched setting in which trafficking takes place, but also the “exotic locations” in which trafficking takes place, leading into the next theme from the pre-presentation data, “the exotic-ness of others.”

The Exotic-ness of Others

Within this final theme from the pre-presentation data, the “exotic-ness of others” focused on those involved and the locations of trafficking. Within this theme, the majority of responses focused on how trafficking takes place in “poor countries” or “foreign lands” which can really be “all over…including the United States.” These responses lead to an overlap with the “Wretched-ness of Trafficking” in so far as the students assumed that those trafficking or being trafficked are “exotic beings” who live in deplorable conditions, and therefore traffic or are trafficked out of desperation. A nursing student’s response reflects this understanding of trafficking by stating, “[trafficking] is the selling of people into slavery for the purposes of work and sex. Anyone in many parts of the world. Everywhere, but mostly in third world countries, because some people have no other options.” Many of the responses discussing the location of trafficking were linked to the desperation and need for survival for individuals being trafficked. Some responses acknowledged that trafficking could happen within the United States, but was a large issue elsewhere. These responses demonstrate students’ understanding that trafficking can take place everywhere; but, nonetheless, is mostly a “foreign issue” rather than a localized one. Phrases were used such as “Trafficking is heavier in other countries, but present in the U.S.” or “It mostly occurs overseas, like Europe, but there have been
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

cases in America....” These phrases and responses were abundant in each course’s responses revealing the limited understanding of sex trafficking on a global and local level.

Post-Presentation Responses Analysis:

As anticipated, post-presentation data and overall themes shifted from the pre-presentation data. The post-presentation data indicates that the information presented to students did help them re-frame and expand upon their previous limited knowledge about sex trafficking. The four themes the emerged from the data include:

1. “Relationships are Complicated”

2. “Trafficking Occurs at ‘Home’”

3. “The Invisible Trafficked Bodies”

4. “Students Taking Responsibility for Change”

Although each theme is evident within the post-presentation data for each course, the responses varied depending on the information presented in each course. Within the first theme, responses reflected an understanding of trafficker| trafficked persons relationships being complicated. These complications have a foundation in manipulation, as well as in other issues that arise from tenuous interpersonal relationship(s). The second theme reflects how students understood, post-presentation, that trafficking takes place everywhere in the world, and is much more serious than they really knew within the United States. The third theme reflects students’ shock and frustration when they learned that 40% of women trafficked in the US are Black women. As discussed in the literature
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

(Doezema, 2010), and as seen throughout the responses from students, there is a preconceived notion that White women are trafficked the most. The final overarching theme present in the post-presentation data demonstrated students taking responsibility for change, rather than keeping it distant.

**Trafficking Relationships are Multi-Faceted**

In this theme, which emerged from the pre-presentation responses, students expressed understanding in the post-presentation data that relationships between traffickers and trafficked persons are multi-faceted. As discussed throughout the presentation, traffickers are not always strangers to the persons trafficked. Discussed earlier in the literature review (Doezema, 2010; Hoyle, Bosworth, and Dempsey, 2011) and as seen in some pre-presentation responses, there is a discursive dichotomy between consent/no consent, with little consideration of the spectrum between the two. Many of the cases identified within a US context expose multiple ‘close interpersonal relationships’ in trafficking. These relationships range from family members, peers, to significant others being the traffickers. After discussing the relationship dynamics between trafficker and the trafficked, students clearly expressed that the trafficker/trafficked person(s’) relationship is significant in identifying the strategies of manipulation as well as potential attachment to the trafficker. For example, in the Health and Communication class, a student responded, “trafficking is much more broad than my original thoughts. There is much more to it than kidnapping women and selling them as objects. People can be trafficked by their own family, friends, significant others, etc.” Many of these “original thoughts” were rooted in the notion that traffickers were always strangers to those being trafficked, and most likely “Third World individuals” (Dogra,
2011; Uy, 2011), as well as seen in the pre-presentation responses. Several students across each course provided similar responses in which they identified that traffickers can be those in interpersonal relationships with those being trafficked, such as family members, family friends, significant others, etc.

A student in the Communication, Race, and Ethnicity course shared, “I learned that a lot of trafficking is not just the kidnapping and selling of individuals but can be someone manipulating another. Sometimes individuals think they are just prostituting themselves and later learn they were manipulated into doing it.” Many other students throughout the courses explained in their responses that people can “choose” to be prostituted rather than forced into it, which derived from the subject of “[no]consent” in trafficking relationships.

**Trafficking Occurs at Home**

Students’ post-presentation responses creating the theme, “Trafficking Occurs at Home,” identified sex trafficking as a localized, rather than just a “third world issue.” During the presentation, I showed a map of the United States that highlights where reported-cases of heavy trafficking takes place. The most reported cases persisted along the coast as well as within major cities, especially in the Midwest. Once examining the map, paired with documentary clips from local survivor’s testimonies, students included in their post-presentation responses shock and new awareness of trafficking taking place so close to home. For instance, a student in the nursing class wrote: “I had primarily considered human trafficking an ‘out of country thing,’ was not aware how prevalent it is in the United States…” whereas another student in the Health and Communication course explained, “one big thing I learned from today’s lecture is that sex trafficking can be done
while you are still at home, by your significant other. A victim of trafficking does not have to be kidnapped from their hometown."

Similarly, a few students in the Communication, Race, and Ethnicity class addressed the locality of trafficking in the Midwest specifically when explaining: “I learned a lot of trafficking happens in the Midwest and even more in the U.S.” and “I didn’t realize that it was such a huge issue in the Midwest. I only thought big cities and coastlines. The case of the spa in Mattoon really shocked me!” This student in particular was referring to the reported arrest for prostitution of a woman at Bally Spa in Mattoon and possibly another ring in Effingham. Although news reports labeled it prostitution, I discussed specific warning signs linked to this case which may indicate either prostitution or trafficking. For example, employees of the spa solicited local bars for services. There was also evidence of high security precautions such as towering fences, multiple security cameras, and locked entry-ways requiring appointments for access (Polaris Project, n.d., International Justice Mission, 2015). Many students, as evident not only in the post-presentation responses, but in the class discussion, were surprised to hear of trafficking taking place in small Central Illinois towns, not just in large cities or on the coast.

Although not directly stated within the written responses, a significant portion of the class discussion connected the issue of sex trafficking to their hometowns, especially in the Chicago-land area, as well as Central Illinois. For instance, a student in the Communication, Race, and Ethnicity class stated “I didn’t realize that it happened in so many places in the US, as well as so close to where we live…” Additionally, a student in the Introduction to Speech Communication course explained, “I have learned that it does not just happen over seas. It could happen in your own backyard!” Another student wrote
in the Communication, Race, and Ethnicity “...[trafficking] doesn’t have to be over boarders [sic] it can happen in your neighborhood where I mainly thought it happened to innocent tourists visiting third world countries...” therefore connecting trafficking to an “at home” issue rather than a “distant issue.” Comments made by students demonstrate significant shifts in knowledge of where trafficking can take place. When stating trafficking can occur in the Chicago-land area and in central Illinois, students understood that trafficking does occur everywhere in the world and the Midwest is not immune to it.

The Invisibility of Trafficked Bodies

As I noted in the literature review (e.g. Baker, 2014; Doezema, 2010; Dogra, 2011; Lee, 2011; Uy, 2011) and during my presentations, common discourses construct those trafficked in three main ways. The first as the “perfect victim” who is the poor, non-white third world woman; the second being the “deviant black prostitute/ non-white western woman;” and the third being the “innocent and pure victim” which includes the beautiful white western woman. A main theme that emerged within the post-presentation written responses from students revealed acknowledgment of “invisible traffickers and trafficked bodies.” Within this theme, several factors were significantly noted, such as the gender, sex, and the race and ethnicity of those trafficked and being trafficked.

Students across each of the courses identified in the post-responses their new understanding that anyone can be a trafficker or be trafficked. Many responses from students in each course included phrasing such as “essentially anyone can be part of sex trafficking. It occurs everywhere, anytime, and anyone can be involved.” Other students’ descriptions focused on the demographics of traffickers and trafficked persons. Although
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

students made more assumptions about the race of the traffickers and trafficked, they also highlighted gender.

Students were shocked to learn that women could also be traffickers. One of the nursing students explained, “Human trafficking is a bigger problem than originally thought. I found it interesting that women can be traffickers as well, because stereotypes have shown that only men are the traffickers...” A Health and Communication student stated “...I was surprised to hear that women work as traffickers in the business! I now know that it can be anyone/ anywhere in trafficking....” Linked with the theme discussing relationships being complicated for trafficking, students expressed more of an understanding that the trafficker is not always a stranger in a country outside of the U.S., but can be male/female friend/ family/significant other, etc. of any race/ ethnicity. Large shifts in knowledge also occurred not only when students’ responses included an understanding that trafficking is not targeted toward gender and sex-specific individuals, but also not toward one race or ethnicity.

The most significant area of awareness was reflected in the post-presentation responses in the Communication, Race, and Ethnicity, the Latin/a Human Rights and Discourse/s and the 1310 Introduction to Public Speaking lectures. I attribute the increase of awareness to the heavy focus on demographic statistics related to gender and race, as well as from the interview with Tanya Street. For example, a student from the Communication, Race, and Ethnicity course stated,

I also learned that the majority of the human’s sex trafficked in the U.S. are actually African American and don’t receive justice, are actually usually
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

portrayed as prostitutes and not the victims they actually are. While white women are portrayed as the victim more than the prostitute.

As demonstrated throughout this section, a significant portion of responses focused on how the myths of trafficking skewed the student’s understanding of the issue of trafficking. Although the myth of only men being traffickers was dispelled, the most shocking information presented to them were of racialized assumptions of who is involved in trafficking. After the students shared their shock about this new information, several students discussed the importance for understanding the complexities of trafficking as a foundation for taking responsibility for change and becoming ethical advocates against trafficking.

**Students Taking Responsibility for Change**

The responses that generate this theme were primarily derived from the nursing and Health Communication courses. The “nursing toolkit” activity was utilized in these presentations, which helped students identify and critique the list of warning signs/ red flags of trafficking that are not just created by this toolkit, but are circulated in many anti-trafficking efforts. By doing so, the students also identified ways in which they can apply their new knowledge in their future work. Although intended for healthcare professionals, the toolkit provided a tangible checklist of what to be mindful of when interacting with anyone who may or may not have raised suspicion of being a potential trafficked persons. During this activity, I allowed students to review the toolkit, and asked them to note its possible pros and cons. I identified how single signs such as “being dressed in inappropriate clothing” or physical signs of abuse are valid in identifying a case of trafficking. However, I also explained that these signs and be rather ambiguous and
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

linked to other issues aside from trafficking. Students praised and problematized portions of the toolkit. The toolkit provided a gateway into taking responsibility for change in becoming good advocates against trafficking.

A student in the nursing course explained, “This presentation opened my eyes to the societal issue of human trafficking. As a nurse working clinicals in the ER, I will become more cognizant of the physical and emotional indicators of patients being trafficked.” A student in the Health Communication course addressed her previous misconceptions of trafficking and how she can utilize her new knowledge by stating, “…I also always thought of it as a violent act and mostly international. It was great to learn that it is actually taking place in the U.S. there is a way for me to help others out of their bind and I know how to assess it properly!” These particular students, similar to other responses, recognized that there are multiple indicators that may or may not act as “red flags to trafficking,” but to ultimately be actively aware of their surroundings and their patients beyond checking their vitals.

More specific ways in which students expressed taking responsibility for change was demonstrated in responses addressing ethical advocacy, through knowing possible indicators of trafficking, reporting trafficking, and promoting anti-trafficking education. Top phrases and topic areas that emerged in the post-presentation data responses focused on identifying potential persons trafficked, establishing trust with said persons, being mindful and avoiding victim-blaming and other forms of denying/limiting agency for persons trafficked. As discussed earlier, the toolkit provided a literal checklist for students to gain an understanding of some “red flags” in potentially identifying a trafficked person. Although there is not one set of factors to identify a case of trafficking,
students expressed the importance of awareness when interacting with a potential trafficked person. A student in the nursing course explained, “today made me think more about how I would approach one of these individuals. I always knew it happened but it is interesting to hear the specific places that it is happening…” Whereas another student discussed how the program helped in a potential identification process by stating, “I know signs to look for in patients that signal human trafficking for sex or labor. I feel more confident about identifying the signs and intervening.” The responses alluding to this factor were stronger within the nursing and Health Communication course, which was discussed earlier, but still evident within the other course’s responses, especially in relation to the statistics discussed in the presentation. A student in the Communication, Race, and Ethnicity course stated, “I’ve followed trafficking stories in the past and found this so interesting. I learned more about trafficking within the US and how its [sic] not always a violent international thing such as in the movie ‘Taken.’”

Similar to the implications of these responses, not only do the students feel they can take on the responsibility for change through intervening in a situation of potential trafficking, but also reporting it to proper organizations and authorities, and promoting education on the topic area. Many students stated their new knowledge on how and where to report trafficking which was suggested in the presentation to the National Human Trafficking Hotline with their phone number. Although students were told they can report it to police authorities, there may be some issues with trafficking being conflated with prostitution which can cause complications in the case. As identified by students by the content of the presentation, the media plays a large role in perpetuating myths about trafficking that can affect how we know it, how we identify it, and how it is reported/
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

handled. Several students addressed this issue in their post-presentation responses when stating:

The media needs to do a better job of portraying how sex trafficking happens. The media (like Taken) show it as kidnapping with the white male benevolent humanitarian saving them there are a lot of myths that need to be debunked for the public. (Student in the Latina Human Rights and Discourses course)

Another student in the same course explained: “I think the stereotypes of human trafficking perceived in the media doesn’t serve its justice because it happens everywhere and all around us. It is so connected to rape culture and power in relationships that happen in our lives.”

By linking the issue of trafficking to the myths perpetuated in the media, students expressed the need for not only a formal education, but to pass on the information learned to their loved ones and their communities. A student in the Communication, Race, and Ethnicity course shared how close to home this hits for him in possibly being an issue for his daughter in the future,

The subject scares the Hell out of me. I am a father and couldn’t imagine my daughter going through this situation. I worry about my child and how I should raise her to keep her safe. Human trafficking can and does happen anywhere in the world. It can happen to anyone or anybody…

The responses provided a foundation of understanding for me as the presenter and creator of the educational program about their prior knowledge and new knowledge on the issue of trafficking. However, several responses after the post-presentation responses
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

were focused on the need for educating loved ones and their community on the issue of trafficking. A few students even expressed concern that their friends are possibly being trafficked due to some significant “red flags” discussed in the presentation. Other students expressed ways in which they could bring up the topic to their social circles with or without a formal presentation to start a conversation going and raising awareness.

DISCUSSION

When initially designing my educational program, I realized that many lesson plans accessed online that focused on education about trafficking provided fairly limited information for a PowerPoint presentation. Additionally, activities that I referred to were effective at promoting a possible strong discussion, however, they were primarily focused on trafficking in “deplorable countries.” I knew for my presentation, after reading through the literature concerning sex trafficking constructions and representations, that I wanted a lecture covering the “basics,” while promoting a strong discussion amongst students, based on localized sex trafficking. Referring back to Black’s (2001) statement addressed earlier in the review of literature, this educational campaign’s design and goals focus on shutting down “misleading and reductionist message constructions….and the reduction of complex issues into a simplified cause and effect” (p.271). This was done by further complicating the previous knowledge students had of trafficking. By teaching students that trafficking does not just happen to ONLY innocent and pure white women, or to ONLY poor and desperate women, or to ONLY women kidnapped in third world countries by strangers, their minds were opened to the fact that trafficking can happen anywhere, at any time, to anyone.
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

To help enforce the importance of materials even more to the students, I applied theoretical and complex concepts utilized within their courses to provide praxis in applied communication. The PowerPoint provided an easy-to-follow presentation, which laid out the framework for our discussion during the educational program, examined the definition of trafficking, a brief overview of cases of the aspects of trafficking, as well as how students could become responsible and ethical advocates. The activities woven in throughout the lecture provided opportunities to examine media clips as well as interviews with persons who were trafficked to not only understand the complexities behind trafficking dismissed by common discourses, as well as to encourage a fruitful discussion that brought the issue “close to home.” Overall, my educational campaign incorporated the goals of applied communication with a transnational feminist framework to challenge the misconceptions of trafficking, as well as how it is addressed by authority members and others in power. I argue this project recognized and shifted student’s misconceptions, which match common discourses surrounding trafficking, into a broader understanding of the many realities of the issue.

As I presumed, students gained their knowledge of trafficking from sources such as the film, Taken, the shows Dateline, To Catch a Predator, and Law and Order SVU, which constructed their understanding of the various aspects of trafficking. Students’ responses clearly reflected how misinformed they were based on:

1. Who is trafficked and how (not just abducted white privileged women and not just women of color who “choose it” or “who put themselves in that position”).

2. Who traffickers are and can be (men AND women, parents, loved ones)
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

3. Where it happens (not just a “third world problem” but also happens here in US)

Who is Trafficked

Within the first theme demonstrating the misunderstandings of trafficking students had, many answers in the reflections focused on those affected directly by trafficking. In the pre-presentation responses, as mentioned earlier, students explained trafficking as being forced into the sex trade. Contrary to their former understanding of trafficking, many of the students discussed in their post-presentation responses the former misconceptions of prostitution and trafficking being conflated together. For example, a student in the Health and Communication course shared “victims can believe they are doing this of their own free will from the trafficker’s manipulation.”

There was an emphasis throughout each session how there is not always a clear distinction between trafficking and prostitution when identifying a potential case of sex trafficking. By discussing this with the courses, students demonstrated an understanding when it comes to victim blaming and ignorance to the subject, there can be issues with how trafficking is addressed and reported. This re-affirms works by Lee (2011) and Konstantopoulos (et. al, 2013) discussed earlier in regards to a hierarchy of trafficking victimhood. Within the hierarchy, due to the stigma of the type of work, demographic factors, as well as how cases are reported (such as typified as prostitution rather than trafficking), many individuals whom are trafficked are stripped of agency by being silenced and ignored rather than being advocated for themselves.

Who Trafficks
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

In the second theme revealing the misunderstandings of trafficking, responses examined who traffickers can be. In the pre-presentation data, student responses constructed traffickers as being “foreign men who are strangers to girls trafficked.” This common misconception of who the traffickers can be is parallel to Doezema’s (2010) work discussing common discourses surrounding trafficking. Within the presentation, I explained how anyone can essentially be a trafficker, such as, family members, significant others, peers, etc. This helped students gain insight into understanding that traffickers are not just strange men outside of the United States in dark alleys preying on young women. Many cases of sex trafficking, especially on a local level, reveal that traffickers and trafficked persons usually have a close relationship rooted in manipulation.

The interview with Tanya Street demonstrated to students how, in her case, her significant other, whom she trusted and loved, was trafficking her for sex. By first forming a relationship with Tanya and eventually coercing her into sex work, she was unaware that her situation constituted trafficking until she sought out assistance. A student in the Health and Communication course stated, “I learned that many people are not physically forced into sex trafficking but some cases are prompted by loved ones over a period of time.” The main misconceptions students had of trafficking were not narrowly limited to who was involved in trafficking, but where trafficking occurs.

Where Trafficking Occurs

The third and final theme revealing the main misunderstandings of trafficking students had revealed knowledge of where trafficking can take place. Students expressed within their pre-presentation responses that trafficking only occurs when someone is
forced/kidnapped into trafficking, primarily in “third-world countries,” “out of desperation.” After the presentation, many students not only expressed within their post-presentation responses a concern of trafficking occurring close to home, but during our discussions during and after the presentation gained a more specific understanding of the issue.

My PowerPoint presentation not only avoided using graphic images of trafficking (primarily young girls being kidnapped in deplorable conditions) but examined these images on Google with students to see how trafficking is presented rhetorically. Students transferred this knowledge to the film trailers, such as in *Trade* to identify the rhetorical constructions furthering the myths perpetuated of trafficking. By incorporating the documentary clips and various testimonies of those trafficked of various identities, students were able to identify the multiple realities occurring in the United States.

**Limitations**

Although this program was a success, there are a few things I either wish were different, or would consider for future presentations within the campaign to better address the issue of trafficking on a local level. Ultimately, after conducting this project over the past year, I realize that providing more survivor testimonies and a stronger consideration of how to become responsible and ethical advocates, whilst avoiding “benevolent humanitarian syndrome” would help enforce the praxis of my research project. Throughout this project, I critiqued many popular culture discourses reflecting “benevolent humanitarian syndrome” with the “White male saviors.” After doing so, I explained to students the difference between being a “savior” versus being an ethical and responsible advocate for those affected by sex trafficking. Although it is okay, and
encouraged, to want to help in anti-sex trafficking efforts, the mentality of focusing
efforts on “rescuing victims of sex trafficking” is problematic. This can be avoided when
being advocates for those sex-trafficked while the survivor’s agency is always at the core
of anti-trafficking efforts.

After reflecting upon this project, one major change I would make to the program
would be to include more testimonies from those trafficked. This would help further the
understanding of trafficking relationships being complicated. A main concern I had
during this session was that I was not providing an adequate amount of information,
which, despite my concern is not necessarily true. Students, for example, in relation to
my concern about providing more testimonies, were extremely drawn to the one
presented in the interview with Tanya Street. The students demonstrated a much fuller
understanding, afterward, of the complexities of trafficking (including intersectionality of
identities as well as the complicated relationships between traffickers and trafficked
persons). By providing more testimonies, if allotted more time, participants would have a
better understanding of the complexities and multiple realities of trafficking, which can
ultimately help them grow as responsible and ethical advocates.

Another limitation that arose within this program was how to address benevolent
humanitarian syndrome not only from discursive constructions in anti-trafficking work,
but also with the students, and myself as the instructor. Many students in each course
identified the need for encouraging agency for those trafficked by being responsible and
ethical advocates against trafficking. Although this can be a step in the right direction, a
concern arises that students may feel after a 30-70 minute presentation that they “know it
all” and are determined to “save the world.” I, myself, as the researcher feel conflicted
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

with this as well when it comes to presenting the material. I emphasized throughout each session that there was much more to trafficking that can be discussed within such a short amount of time, and that I am not one that knows everything about the issue. Although this is a limitation to my study, I practiced mindfulness and reflexivity before entering into beginning a presentation, and encouraged students to continue research on the issue of trafficking. By providing a foundation of education for these students, a continuation of learning can help better them as responsible and ethical advocates and discuss the issue with peers and loved ones to further raise awareness.

Conclusions and Future Study

Overall, students expressed verbally and in the written responses their transformation of knowledge in regards to what trafficking is, who is involved, where it occurs, and why it occurs. My research goal for this project was to not only create an educational program I can tangibly take with me to various organizations and settings, but to help students at Eastern Illinois University understand the severity of trafficking on a local level to “bring the issue home.” When bringing this program into various organizational settings, it can combat a limited understanding of trafficking, in-part, due to misrepresentations and assumptions of the issue, which can ultimately hinder how services provide resources to those who have been trafficked (Hodge, 2008; Lange, 2010; Lee, 2013; Wilson & Dalton, 2008). This specific educational campaign created for this project allows for a strong foundation of explaining what trafficking is, and its many aspects, as well as the complexities which are not discussed in common discourses surrounding the issue in our society. The program layout itself is very adaptable to various settings in providing a breakdown of what myths currently exist, the truths of
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

trafficking, as well as an open discussion, rather than just a lecture of what we can do to become responsible and ethical advocates.

Throughout five 40-75 minute sessions, assessing student’s knowledge of trafficking, debunking common myths, and providing students with new knowledge on the multiple realities of trafficking, this program was an overall success. I was not only able to apply my own knowledge and research from past years, as well as utilize course concepts and objectives to create unique presentations for each session, but practice my own responsible ethical advocacy with these students.

Although I would love nothing more than to teach at least a month-long course on the issue of localized sex trafficking, the reality of tight schedules allowed for instructors to generously offer a class session for my program. Each portion of this educational program was carefully planned in order to best meet the needs of my goals and each of the course’s goals. In starting an educational campaign teaching others about trafficking and planting a seed of discussion among students within, and outside, of the classroom. I do believe this program has a future in a variety of classroom and organizational facilities to break through these chains of myths of trafficking which try to silence the voices of those being affected by trafficking and their experiences. With the positive feedback from students and instructors in regards to each component of the educational program(s), I plan on proposing it to my church’s trafficking ministry. With some adaptation, I would make specific connections to cases of trafficking, anti-trafficking efforts, and the church, rather than the courses I presented in for this initial project. From there I hope to become further connected to additional anti-trafficking organizations where my program and experiences can be utilized. Eventually, I will take it to sexual assault counseling centers,
BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

runaway assistance/ organizations, and teen/ youth centers to make the program(s) available to staff/ volunteers, as well as accessible to public education presentations through the various organizations.

As I come across new information in regards to local sex trafficking and create new activities, this program will be adapted, as it was within this foundational program and overall project. Therefore, the program(s) will become more versatile and up to date.

I wish I could create a world rid of trafficking, but realistically speaking, it would probably not happen in my lifetime. Instead, my personal goal in life is to plant the seeds of change in my communities I am part of to see how we, as groups of individuals, can make a difference with our personal passions and talents. To end with a final thought, I will quote the ever-wise Margaret Mead when she explained: “Never doubt that a small group of citizens can change the world. Indeed, it is the only thing that ever has.” I full-heartedly agree with Mead and will further my work in making a difference in the world by bringing us closer to putting an end to trafficking.


Doezema, J. (2000) Loose women or lost women? The re-emergence of the myth
of white slavery in contemporary discourses of trafficking in women.

Gender Issues, 23-50.


Appendix A

Power-Point Presentations

General Education Lecture: What is Human Trafficking?

Lecture: Human trafficking involves an act of recruiting, transporting, transferring, harboring, or receiving a person through the use of force, coercion, or other means, for the purpose of exploitation (United Nations Office on Drugs and Crime). This lecture focuses on unpacking the basic umbrella definition of human trafficking as a whole while addressing some common misconceptions with the definition. The importance of understanding what human trafficking is provides a foundation to educate the types of trafficking, especially on a local level (United States-context).

Objectives/ Goals: This lecture and the following activities should allow participants to:

- Unpack the umbrella definition of human trafficking
- Explain how smuggling and human trafficking are not the same
- Identify statistics relating to human trafficking
- Identify and de-bunk myths surrounding common discourses of trafficking

Procedure: Before diving into the lecture, assign the designated activities to participants to complete. After completing the lecture after these activities, and before debriefing the participants, provide the concluding journal prompt reflecting upon their initial understanding of the issue, as well as what they have learned or how they feel about human trafficking and/or the statistics discussed. After the lecture is presented and the activities are assigned, initiate an informal debriefing session, one by one, depending on the size of the group, ask them to briefly share one thing they have learned about human trafficking that they did not understand prior to the lecture.

Rationale: This lecture serves as a foundation for the rest of the workshop by providing the general definition of human trafficking. Before diving into the complexities of human trafficking such as the different types, where it occurs, etc. it is important for participants to “be on the same page” with understanding what trafficking is. For participants’ desired extrinsic goals to better understand human trafficking and how it personally affects them, this portion of the presentation will be the core content for them.
APPENDIX A: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Slide 1

University of Illinois Power-Point Presentation

Slide 2

What is Human Trafficking?

- Human trafficking on a local level
- Sex trafficking
- Labor Trafficking

Sex trafficking: occurs in which a commercial sex act is induced by force, fraud, or coercion, or in which a person is induced to perform such act has not attained 18 years of age. (National Human Trafficking Resource Center)

*Labor Trafficking: The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud or coercion for the purpose of subjection into involuntary servitude, peonage, debt bondage, or slavery

*Hundreds of cases on the coasts, then about 100 in IL. Blue is below 10, and yellow is in the 50s-70s.

*Does not have to involve the transportation, migration, or smuggling, of individuals across state or national borders.

*Does not always include violence directly on the individual by the trafficker. Manipulation psychologically.
Who is Involved in Trafficking?
- Traffickers
- Individuals that have been/ are trafficked

Traffickers: We think of a big scary man...but in all actuality, anyone can be a trafficker.
- Pimps
- Intimate partners/family members
- Gangs and criminal networks
- Brothel and fake massage business owners and managers
- Growers and crewleaders in agriculture
- Labor brokers
- Employers of domestic servants
- Small business owners and managers
- Large factory owners and corporations
- Agencies that recruit victims

*Not one person, or group of people that are traffickers*

*can be men and women, of various ages, socioeconomic backgrounds, ethnicities, foreign nationals, US citizens, younger, older, etc.

*Trafficked persons becoming a madams/recruiters.

*with sex trafficking, an emerging amount of testimonies by individuals that were trafficked recalled a relationship with their trafficker, which was easy to reel them in, as well as hard to let them go.

*Mechanisms such as deception:
- Promise for a better life
- Promise for financial independence, especially with youth
- Providing for families back at home

*Individuals that are trafficked:
*Not one person, or group of people that are trafficked.
*Men, women, children, foreign nationals, US citizens, young, older, any socioeconomic background, etc.

*Typically, though there are themes:
undocumented immigrants; runaway and homeless youth; victims of trauma and abuse; refugees and individuals fleeing conflict; and oppressed, marginalized, and/or impoverished groups and individuals.
APPENDIX A: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

**Slide 4**

<table>
<thead>
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- Fake massage parlors
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- Backpage.com/craigslist
- Adult film
- Truck stops
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- Traveling sales crews
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- Construction work

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- Prostitution has been around forever. A great-not so secret-secret. Adult film industry
- Cheap service= higher demand
- Hard to identify since there are respectable jobs that are worked by independent individuals, or individuals that are trafficked.
- Can’t look at someone selling magazines door to door and automatically say they are an individual that is trafficked.
- Traffickers are able to manipulate and dehumanize individuals that are trafficked, which makes making them a commodity easier.
- Think: Drugs and other substances to sell are a one way model of business, trafficking can use someone over and over and over again, just reeling in profit.
- Remember the signs to be able to identify a potential victim of trafficking.
APPENDIX A: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Slide 6

Health care professionals may encounter victims who are seeking treatment for injury or illness in emergency departments, urgent care, clinics, and community health centers.

- However, health care professionals may not recognize youth in their care who are at risk of or are victims of these crimes.
- A health care workforce with appropriate training can help prevent further exploitation and mitigate health consequences.

Slide 7

Links

- http://humantrafficking.med.stanford.edu/
- PowerPoint and pamphlet covering what we discussed and MUCH more!
- Links to other human trafficking resources
- Ways to report trafficking
- http://www.defstate.org/programs/humantrafficking/dou cuments/The Role of the Nurse in Combating Human Trafficking
- General information about identifying individuals who were/are trafficked, and how, as nurses, to report it.
APPENDIX A: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Slide 1

**Slavery was abolished 150 years ago...**

and yet there are more people in slavery today... than at any other time in our history.

Amanda Feder
akfeder@gmail.com

Slide 2

**What is Human Trafficking?**

- Human trafficking on a local level
  - Sex trafficking
  - Labor Trafficking

*Sex trafficking: occurs in which a commercial sex act is induced by force, fraud, or coercion, or in which a person is induced to perform such act has not attained 18 years of age. (National Human Trafficking Resource Center)

*Labor Trafficking: The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud or coercion for the purpose of subjection into involuntary servitude, peonage, debt bondage, or slavery*

*Hundreds of cases on the coasts, then about 100 in IL. Blue is below 10, and yellow is in the 50s-70s. *Does not have to involve the transportation, migration, or smuggling, of individuals across state or national borders.*

*Does not always include violence directly on the individual by the trafficker. Manipulation psychologically.*
Who is Involved in Trafficking?

- Traffickers
- Individuals that have been/are trafficked

* Traffickers: Usually portrayed as a big, intimidating, male, and a stranger...but in all actuality, anyone can be a trafficker.
  * Pimps
  * Intimate partners/family members
  * Gangs and criminal networks
  * Brothel and fake massage business owners and managers
  * Labor brokers
  * Employers of domestic servants
  * Small business owners and managers
  * Large factory owners and corporations
  * Agencies that recruit victims
  * Not one person, or group of people that are traffickers
  * Can be men and women, of various ages, socioeconomic backgrounds, ethnicities, foreign nationals, US citizens, younger, older, etc.
  * Trafficked women becoming a madam.
  * With sex trafficking, an emerging amount of testimonies by individuals that were trafficked recalled a relationship with their trafficker, which was easy to reel them in, as well as hard to let them go.

* Mechanisms such as deception:
  - Promise for a better life
  - Promise for financial independence, especially with youth
  - Providing for families back at home

Individuals that are trafficked:

* Not one person, or group of people that are trafficked.
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APPENDIX A: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Slide 4

Where Does it Occur?
- Internationally to our own backyards.

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Slide 5

Why does Human Trafficking Occur?
- Demand
- Commodification
- Not easy to identify
- Victim blaming

Prostitution has been around forever. A great-not so secret-secret. Adult film industry
Cheap labor means cheap products
Hard to identify since there are respectable jobs that are worked by independent individuals, or, individuals that are trafficked.
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Health care professionals may encounter victims who are seeking treatment for injury or illness in emergency departments, urgent care clinics, and community health centers.

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Institute of Medicine, 2013

Slide 7

- http://humantraffickingmed.stanford.edu/
  - Powerpoint and pamphlet covering what we discussed and MUCH more!
  - Links to other human trafficking resources
  - Ways to report trafficking
  - General information about identifying individuals that were/are trafficked, and how, as nurses, to report it.
APPENDIX A: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Race, Ethnicity, and Communication
*At least 20.9 million adults and children are bought and sold worldwide into commercial sexual servitude, forced labor and bonded labor.2
*About 2 million children are exploited every year in the global commercial sex trade.3
*Almost 6 in 10 identified trafficking survivors were trafficked for sexual exploitation.4
*Women and girls make up 98% of victims of trafficking for sexual exploitation.5

*Sex trafficking: occurs in which a commercial sex act is induced by force, fraud, or coercion, or in which a person is induced to perform such act has not attained 18 years of age. (National Human Trafficking Resource Center)
*Labor Trafficking: The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud or coercion for the purpose of subjecting into involuntary servitude, peonage, debt bondage, or slavery
*Hundreds of cases on the coasts, then about 100 in IL. Blue is below 10, and yellow is in the 50s-70s.
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APPENDIX A: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Slide 3

WHO IS INVOLVED IN TRAFFICKING?

- Traffickers
- Intimates that have been trafficked

Traffickers: We think of a big scary man...but in all actuality, anyone can be a trafficker.

- Pimps
- Intimate partners/family members
- Gangs and criminal networks
- Brothel and fake massage business owners and managers
- Growers and crewleaders in agriculture
- Labor brokers
- Employers of domestic servants
- Small business owners and managers
- Large factory owners and corporations
- Agencies that recruit victims

* Not one person, or group of people that are traffickers

* Can be men and women, of various ages, socioeconomic backgrounds, ethnicities, foreign nationals, US citizens, younger, older, etc.

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APPENDIX A: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Slide 4

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Slide 6

What is surprising about these statistics?
How does this compare to your initial understanding of trafficking?
Slide 7

Trade: Look at who is trafficked, who the controllers are, how it happens, and how the problem is resolved.

-What were some themes?
-What role does race and ethnicity play in this?

Her Story: Who is trafficked, who the controllers are, how it happened, solution?

-What surprised you with this?
-ME: I noticed a lot of testimonies are shared from a white, US, middle and upper class females who were “tricked” and possibly “kidnapped”

Slide 8

NOW WHAT?

- On Campus
  - Must be reset!
  - Roll art, walls, etc. for hosting!
  - If you live in residence hall, propose an information board on sex trafficking!

Slide 9

LINKS

- PowerPoint and pamphlet covering what we discussed and MUCH more!
- Links to other human trafficking resources
- Ways to report trafficking
- "Dancing Dolls for Freedom" flier from partner
- General information about identifying individuals that want to be trafficked, and how to prevent it.
APPENDIX A: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Slide 1

LATINA HUMAN RIGHTS AND
DISCOURSES & INTRODUCTION TO
SPEECH COMMUNICATION

*At least 20.9 million adults and children are bought and sold worldwide into commercial sexual servitude, forced labor and bonded labor.2

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Hundreds of cases on the coasts, then about 100 in IL. Blue is below 10, and yellow is in the 50s-70s.

Does not have to involve the transportation, migration, or smuggling, of individuals across state or national borders.

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Slide 3

What is surprising about these statistics?

Slide 4

(Links Listed are to the film trailer, Tricked, and the interview with Tanya Street.
Trade: Look at who is trafficked, who the controllers are, how it happens, and how the problem is resolved.
-What were some themes?
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Slide 5

NOW WHAT?

- On Campus
  - Host an event
  - Sell art, crafts, etc. for fundraising
  - If you live in a residence hall, propose an informative board on sex trafficking

On Campus
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APPENDIX A: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

LINKS

- [Powerpoint and prezi presentation](https://example.com)
- [Information on human trafficking](https://example.com)
- [Links to other human trafficking resources](https://example.com)
- [Steps to report human trafficking](https://example.com)
- [Information on identifying individuals who are trafficking, and how to report it](https://example.com)
APPENDIX A: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Latina Human Rights and Discourses & Introduction to Speech Communication
*At least 20.9 million adults and children are bought and sold worldwide into commercial sexual servitude, forced labor and bonded labor.*
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APPENDIX A: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

LINKS
- Nonprofitwithfriends.com/human trafficking
- Links to other banned trafficking resources
- Ways to report trafficking
- General information about dealing with traffickers that were not published and true, or recent, to report it.
Assessing Prior Knowledge of Human Trafficking: Pre-Presentation Response:

Objectives/ Goals: This activity allows participants the opportunity to:

- Reflect and write out their understanding of the general factors involved in human trafficking both before and after the lecture portion of this session.
- Being a two-part activity, participants can reflect upon their initial understanding of human trafficking and conclude with a reflection of their previous understanding with new knowledge gained from the lecture.

Procedure: Before the lecture, assign participants to answer their understanding of trafficking. Explain that you will unpack each of these throughout the lecture, and proceed with the content portion of the workshop for this unit. After the lecture, ask participants to answer the same prompt with their new knowledge while reflecting upon their initial understanding of trafficking and where these understandings originated. At the end of the activity, collect both sheets to assess if the participants demonstrated that they understood the material, through their writing.

Rationale: Human trafficking is a complex issue that occurs in every area of the world. It has been portrayed on television, in films, on websites, etc. Various constructions of the issue have been formed and sometimes manipulated, which can further exploit those involved/affected by human trafficking. It is important for students to reflect upon their previous knowledge after learning about and discussing the issue of trafficking so they can identify how others may perceive trafficking well.
APPENDIX B: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Pre-Presentation Response Sheet

When instructed to, reflect upon what you know about human trafficking. Explain briefly how you know this information.

- **What** is trafficking?
- **Who** is involved in trafficking (who is/ can be trafficked, who are the traffickers, etc.)?
- **Where** does trafficking occur?
- **Why** does trafficking occur?
When instructed to, reflect upon what you know about human trafficking after this session. Refer to presentation materials when possible.

- **What** is trafficking?
- **Who** is involved in trafficking (who is/ can be trafficked, who are the traffickers, etc.)?
- **Where** does trafficking occur?
- **Why** does trafficking occur?
Appendix C: Program Activities

Chalkboard Warm-Up Exercise:

Objectives/Goals: This activity, adapted from the Illinois Coalition Against Sexual Assault training manual serves several purposes.

- Participants can brainstorm and describe the ways “sex” “sex trafficking” and those involved in trafficking are constructed within common discourses surrounding trafficking.
- Participants can reflect upon their own sources of knowledge in regards to trafficking to later identify throughout the presentation limitations within common discourses surrounding trafficking.
- After participating in this activity, participants can apply their knowledge of these common assumptions in identifying problematic constructions of trafficking within the media portrayals activity.

Procedure: After distributing the Pre-Presentation Response sheet, write out four sections on the chalkboard/white board. The categories include, and proceeding in order, "Sex," "Sex Trafficking," "Traffickers/Controllers," and "Trafficked Persons." Ask participants to identify either their own or their observations of how each category is generally discussed by using adjectives. Afterwards, explain how the ways in which we describe “Sex” and “Sex Trafficking” can be equally aggressive and androcentric. Transition into the Power-Point presentation.

Rationale: By starting off the presentation with this activity, participants are able to ease into a discussion which entails mentally and emotionally heavy materials. The language used within this activity can then be transferred to the other activities utilized within the presentation to aide participants in making connections between materials.
Identifying “Red-Flags” of Trafficking:

Objectives/ Goals:

By participating in this activity, audience members should be able to:

- Identify “red flags” utilized by many anti-trafficking efforts and organizations
- Identify the pros and cons of these “red flags” and checklist to practice critical thinking skills.
- Demonstrate ways to be ethical and responsible advocates through breaking down the checklist and applying their knowledge to possible scenarios where they may witness a case of trafficking.

Procedure: After the Power-Point presentation has concluded, pass out copies of the DFC Nursing Toolkit Checklist, which can be accessed by this link, to participants in groups of 2-3:


Have students go through each page of the toolkit with their new knowledge from the Power-Point Presentation to identify the pros of the checklist, as well as the possible cons and limitations within the checklist.

Rationale: By presenting participants with a tangible checklist, as a group, we are able to identify pros and cons within the checklist used as a resource by some health care administrators. This checklist can be kept by students to later refer to and apply their new knowledge and critical thinking skills to further assist them in becoming responsible and ethical advocates.
Video Activity: Sweetie

Objectives/ Goals: After completing this activity, participants should be able to:

- Apply what they have learned from the Power-Point lecture to developing ways to combat issues of trafficking.
- Identify and describe who “Sweetie” is and what “she” does.
- Identify and explain what webcam child sex tourism is, while discussing localized web-access trafficking.
- Describe why there is a shift of focus on the “demand side” of sex tourism
- Explain the complexities behind this developing issue in relation to sex trafficking.

Procedure: Have participants watch the video link located on http://www.upworthy.com/watch-what-this-make-believe-girl-means-to-1000-sexual-predators after the Power-Point lecture. Have students write a brief description of the following:

- Who “Sweetie” is and what “she” does
- What webcam child sex tourism is
- Why there is a shift of focus to the “demand” side of sex tourism
- The complexities behind this developing issue.

Rationale: This activity provides an opportunity to apply their general understanding of sex trafficking to working with media in understanding to catch online “Johns.” By utilizing critical thinking, and applying this new knowledge, participants can start to develop a further understanding of various issues that relate to sex trafficking and why it is difficult to catch/identify in some cases. For participants, that desire to continue on to the as an “ethical advocate,” they can gain a fuller understanding of what creative skills are being applied in the effort to abolish human trafficking.
APPENDIX B: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Media Portrayals of Trafficking Activity: Trade and Goodnight Travel Well

Objectives/ Goals: After this activity, participants should be able to:

- Identify themes of how trafficking is portrayed in various media.
- Explain how media portrayals can differ from other realities of trafficking.
- Explain who is portrayed as the “savior” within discourses of trafficking and how it connects to benevolent humanitarian syndrome.
- Identify racialized and ethnic depictions of trafficking.

Procedure: After the Power-Point presentations, the chalkboard activity, and the “Sweetie” activity, present the following videos:

Trade film trailer: https://www.youtube.com/watch?v=hO80W0tpYx4

Goodnight, Travel Well – The Killers: https://www.youtube.com/watch?v=IoTBcIl22Dk

Ask students to describe how trafficking is portrayed and who is involved in trafficking and how they are depicted. Explain how the “third world women” in the clips are portrayed, matching many media constructions of trafficking, as well as who the traffickers are. Then, transition into the Tanya Street interview.

Rationale: Within a short amount of time, such as a class period, participants are able to witness how trafficking is depicted within popular media film clips. Both media examples construct the “third world women” as helpless, dirty, young, and in need of a savior. Traffickers are depicted as male, criminalistics, strangers who kidnapped the girls. By presenting both clips, within the discussion, students can make connections between their previous understandings of trafficking shared within the chalkboard activity, and information shared within the power-point presentations.
APPENDIX B: BREAKING THE CHAINS OF TRAFFICKING: AN EDUCATIONAL PROGRAM

Video Activity: Tanya Street Interview

Objectives/Goals: After this activity, participants should be able to:

- State and discuss how this is a case of sex trafficking by referring back to the definition
- Express understanding during writing and discussion of the role “victim blaming” plays in some sex trafficking cases.
- Identify the “red flags” commonly found in cases of sex trafficking and state them in their responses.

Procedure: Play the interview with Tanya Street with the following link http://wavy.com/2014/10/06/video-human-trafficking-victim-shares-her-story/.

Next, assign participants to answer the questions (and/or prompt) on the following worksheet, and discuss in-group their answers. Then debrief on the multi-faceted relationships trafficked persons can have with traffickers, and why victim blaming is problematic, specifically in cases of sex trafficking.

Rationale: Segments of the case presented, as well as themes between sex trafficking cases, are evident within this interview with Tanya Street, a survivor of sex trafficking in the U.S. One topic that was touched on during the interview was her relationship with her trafficker and victim blaming. It is important for participants to recognize common discourses, and structural actions that enforce blame upon the victim/survivor, resulting in a cycle of oppression. Auditory learners will greatly benefit from this activity in understanding complexities in local sex trafficking from a survivor’s point of view.
Video Activity: Tanya Street Interview

After watching the Tanya Street interview, record your initial reactions to the discussion. State and discuss the complexities and signifiers of Tanya’s case being one of sex trafficking. Next, explain the role “victim blaming” played in Tanya’s case, and how it can affect the way victims are treated, culturally and within a justice system. Finally reflect upon some “red flags” that were identifiable in Tanya’s case that contributed to her ability to escape.