PA 5426: Topics in Social Policy:
Research and Policy with Marginalized Groups - A Sex Trafficking/Sex Trading
Case Study

Spring 2018
Monday and Wednesday 11:15-12:30

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

Course Objectives:
After completing the course, students should be able to:
● analyze sensitive public policy problems using reflexive and/or feminist methodologies, discourse analysis, critical legal theories and legal realism
● design ethical research protocols on sensitive topics for use with marginalized communities
● understand and be able to use community engaged research approaches
● analyze implications and develop legislative strategy with demonstrated sensitivity, awareness, and involvement of marginalized communities
● develop ethical advocacy plans on sensitive topics involving marginalized communities
● engage in real world problem solving at the intersection of theory and practice
● Demonstrate a nuanced understanding of the complex and multifaceted topic of commercial sex and the individuals involved in that marketplace.
Course structure:
Students are expected to attend class regularly. We meet twice a week. Typically the week will include one class session to explore readings and concepts and another with a guest speaker, exercise, or workshop.

To encourage timely reading of assigned readings and to ensure that you think about what you are reading, a very short reaction paper for each set of readings will be due every Sunday by 12:00p.m. (Noon) to give the students and instructors time to read the posts before class on Monday. You will post reaction papers on the class Moodle website. You are expected to read the reactions posted by your classmates before class on Monday. Two students will be assigned to lead the class discussion on readings based on their own and classmate’s reflections. Each student will lead at least two class discussions.

Major assignments include:
- Participation in class discussion and discussion leadership – 15 points
- 10 Reaction papers (less than 1 page in length) --10 points
- Discourse analysis Due: Feb 9 (4-5 pages in length) – 15 points
- Problem statement and research design Due: March 9 (8-10 pages in length) – 15 points
- Advocacy strategy plan and testimony Due: March 30 (5-6 pages in length) – 15 points
- Project in the field - a group-based project to contribute to ongoing practice in the field. This year students will contribute to a real-world policy debate about partial decriminalization of prostitution that is unfolding right now in Minnesota. The project will include research and policy.
  - Project plan Due: Feb. 23 (1-2 pages) - 5 points
  - Group-based research and policy memo with recommendations Due: April 28 - 15 points [opportunity for revisions with final due May 7].
- Final reflection essay on the course Due: Tue, May 1 (3 pages) – 10 points

Instructors have provided detailed descriptions of the assignments with the syllabus and on the course moodle. All assignments will also be discussed in class.
Grading:
Reactions should be posted to the Web before class time on the due date. Reaction papers not turned in will be given zeros. These will be graded with a check or check plus.

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

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

Required Text Books/Materials
Negotiating Sex Work, edited by

Diversity and Class Norms
In this class we will be discussing a number of controversial and sensitive topics. Some of the material may be disturbing or difficult. The purpose of the discussions is to examine and evaluate a wide range of viewpoints. In order to maintain a positive learning environment both the students and the instructors are expected to adhere to the following norms:

- Respectful dialogue. You will be encouraged to enter into debates that challenge facts, ideas and underlying assumptions in a respectful manner, without engaging in personal criticism.

- Everyone is expected to participate in class discussions; it is the instructor’s role to insure that everyone’s voice is heard. Please assist us by encouraging your quieter classmates to participate, and helping to avoid domination of the conversation by a few.
● Please do not assume that a student’s race, ethnicity, gender or gender expression, sexual orientation or other aspects of identity defines her or his position on topics explored in the class, or requires that he or she automatically serve as a spokesperson. Matters of identity can be deeply personal. Decisions to voice personal comments and experiences regarding the topics that we discuss should be the result of personal choice, not obligation.

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

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

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

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

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

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

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

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

WEEK ONE – Getting to know each other and the topic

Wed, January 17

Semester-long resources (review before class if possible but by week 4 at the latest):

MINNESOTA LAW
Safe Harbor: Minnesota’s Effort to End Child Sex Trafficking Hubert e-case
http://www.hubertproject.org/hubert-material/225/

Minnesota Human Trafficking Taskforce: http://mnhttf.org/
Legal Statutes & Definitions and Legislative Efforts
Safe Harbor Minnesota:
http://www.health.state.mn.us/injury/topic/safeharbor/index.html

No Wrong Door:

FEDERAL LAW
Trafficking Victims Protection Act: http://www.state.gov/j/tip/laws/

SECTION ONE: WADING IN – OVERVIEW AND TOOLS

WEEK TWO – Competing Frameworks in the Field Research Methods and Perspectives

Monday, January 22 & Wednesday, January 24

Readings:

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

Not Good For Me: An Interview with Suzy Favor Hamilton

Negotiating Sex Work, “Introduction” (pp. xiii-xl) and Chapter 2, “Researching Sexuality: The Politics of Location Approach for Studying Sex Work” (pages 3-27)
“Sex Trafficking: An Introduction” and “Theoretical Perspectives on the Politics of Sex Trafficking”, Nichols, p. 1-38

Wednesday


Amnesty International’s dangerous proposal to decriminalize the sex trade, Cindy McCain: https://www.washingtonpost.com/opinions/amnesty-internationals-dangerous-plan-to-decriminalize-the-sex-trade/2015/08/13/d7529060-41cb-11e5-8e7d-9c033e6745d8_story.html

WEEK THREE – Discourse and Policy Analysis
Articulating the Class Project
Monday, January 29 & Wednesday, January 31

Readings:
Monday

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


Optional (if you have not been exposed to Crenshaw’s work in the past)  

Wednesday  
Class Project: Safe Harbor for All

WEEK FOUR – Action Research and Sex Trading and Trafficking  
Articulating the Class Project  
Monday, February 5 & Wednesday, February 7

Student Discussants:

Monday  
Action Research Chapter One “Research in Professional and Public Life” (pp. 1-18),  
Chapter Two “Theory and Principles of Action Research” (pp. 1-34)

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

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

Wednesday  
Apply concepts to project; determine project teams

Discourse Analysis Assignment due Friday, February 9

SECTION TWO: DIGGING DEEPER – EXPERIENCES, PERSPECTIVES & MARGINALIZATION
WEEK FIVE – Prostitution, Sex Trafficking and Victims

Monday, February 12 & Wednesday, February 14

Student Discussants:

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

Monday


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


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

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

Wednesday

Guest Speaker: Survivor telling her story.

WEEK SIX – Sex work, Work and Choice

Monday, February 19 & Wednesday, February 21

Student Discussants:

Monday


Wednesday
Guest Speaker: Sex Worker Rights

Group Project Plan due Friday Feb. 23

WEEK SEVEN – Sex Trafficking, Prostitution, Poverty and Violence

Monday, February 26 & Wednesday, February 28

Student Discussants:

Monday


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

Wednesday

Guest Speaker:

Problem Statement and Research Design Assignment due Friday March 9

SECTION THREE: RESEARCH AND POLICY

WEEK EIGHT – Bringing Theory to Practice (Project work space)
Exploring Domestic Minor Sex Trafficking in the US

Monday, March 5 & Wednesday, March 7

Monday


**Wednesday**
Workshop on engaged research and action research

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

**WEEK NINE -- SPRING BREAK**
*Monday, March 12 & Wednesday, March 14*

**WEEK TEN – More in depth on Research on Sex Trafficking**
*Monday, March 19 & Wednesday, March 21*

**Student Discussants:**

*Monday*


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

*Wednesday*
Guest Speaker - research partner

**WEEK ELEVEN – Law (Local, National & International)**
*Monday, March 26 & Wednesday, March 28*

**Student Discussants:**

*Monday*
“From the International to the Local in Feminist Legal Responses to Rape, Prostitution, and Sex Trafficking: Four Studies of Contemporary Governance Feminism” Harvard Journal of Law & Gender: Vol 29, 2006
http://www.law.harvard.edu/students/orgs/jlg/vol292/halley.pdf


*Wednesday*
Guest Speaker:

**Advocacy strategy plan and testimony Assignment Due Friday, March 30**

**WEEK TWELVE—Organizational Field and Supportive Services**

*Monday, April 2 & Wednesday, April 4*

**Student Discussant:**

*Monday*


*Wednesday*

Guest Speaker: Service provider

**WEEK THIRTEEN – Sex Buyers and Bringing Theory to Practice (Group Project work space)**
Monday, April 9 & Wednesday, April 11

Student Discussants:

Monday


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

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

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

WEEK FOURTEEN – Politics of Policy
Monday, April 16 & Wednesday, April 18

Student Discussants:

Monday


Bouché, Vanessa and Dana Wittmer “Gendered Diffusion on Gendered Issues: The Case of Human Trafficking,” Journal of Public Policy, online August 2014
http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=9319512&field=S0143814X1400021X

Wednesday
Guest Speaker:

WEEK FIFTEEN – Implementation and Enforcement
Monday, April 23 & Wednesday, April 25

Student Discussants:
Monday


Wednesday
Guest speaker: Police officer

NEARLY FINAL Report of findings/recommendations for project in the field due to your instructors on Friday, April 28

WEEK SIXTEEN – Bringing Theory to Practice Student Presentations, Next Steps, Closure
Monday, April 30 & Wednesday, May 2

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

Monday
Presentations from groups

Final Reflection Essay Due Tuesday May 1 by noon

Wednesday
Presentation from group
Wrap-up discussion
(NOTE: The instructors will review and provide you with comments on your final report. We will ask your team to finalize this by May 6 and email to the instructors.)

**FINAL Report of findings/recommendations for project in the field due to your instructors on by 5PM on May 7**