

The Psychology of Modern Day Slavery

Discussion Booklet

A film produced by the American Psychological
Association's Society for the Psychology of Women

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INTRODUCTION

This is the first film produced by the Society for the Psychology of Women and constitutes a powerful review of the crime of trafficking and how it is affecting young women and girls. Through the voices of survivors and psychologists involved in researching and treating survivors of trafficking, viewers will learn about the prevalence, definitions, effects, risk factors and issues related to counseling this population, as well as policies and prevention. The film will also touch upon domestic and international trends of trafficking and offer ideas on how everyone can help to work against this crime.

This discussion booklet was developed to guide educators and other leaders when showing this film. It is appropriate for use in classrooms, churches, conferences addressing related issues, and in for all types of organizations seeking to raise awareness about this issue. The booklet contains ideas to discuss the seven main topics presented in the film. The first five topics also include a discussion section intended for academic settings with related literature references. However, these sections might also be relevant to the needs of other institutions and individual persons.

The ideas and questions outlined in this booklet are intended to facilitate discussions that will help raise awareness about human trafficking. The discussions you have with people about the movie will vary depending on your audience. Sometimes you may need to adapt these guidelines to make them appropriate and/or relevant to your viewers' age, gender, religious and spiritual beliefs, national origin, socioeconomic status, etc. The presenter's discretion will be central to determining what audiences could benefit from watching the film, as well as the best time and venue to show the film.

Prior to showing the film to your audience you will want to briefly

explain what the movie is about and include key points. This portion of the viewing should be brief and focused on providing information to orient your audience to the film. The following are ideas you could consider using for this portion of the viewing:

1. You can tell them that the film will last approximately 30 minutes and will include information on trafficking and its prevalence, definitions, effects, risk factors, counseling for survivors, and issues related to policy and prevention.
2. You may also want to state the objective to your audience for the viewing, why you or your organization thought it was important for them to watch the film.
3. You can orient the audience to the content of the film by informing them that it was produced by the APA's Society for the Psychology of Women. This will prepare them to the content, which is primarily related to the trafficking of women and girls.
4. If in the past you have discussed issues related to trafficking with your audience, revisit some of the conclusions you reached then, and request that they look for new ideas as they watch the film.
5. You could also suggest to people to write down their ideas as they view the material, to make sure they have these available for the discussion portion after the film.
6. Finally, you want to communicate to your audience that some people might find portions of the content uncomfortable to view. To address this, you can invite your audience to use some grounding exercises throughout the film. Invite your audience to take a deep breath in portions of the film where they

experience discomfort. Another useful strategy is to suggest to people to look around the room to remind themselves that they are here right now. You can also suggest that they remove their gaze from screen to focus down or jot down some of what they are feeling. Finally, you can communicate to your audience that if people feel stepping out would be best that is another option. You can also remind your audience that the end of the film is hopeful and around policy, so they may want to come back for the final 7 minutes of the film.

POST-VIEWING DISCUSSION GUIDELINES

Immediately After Viewing the Film

Because the content of the film is strong, you could start by inviting your audience to take a deep breath with you. Following, you want to give your audience a chance to express the feelings they had while viewing the material. An open ended question such as the following could be a way to introduce this topic:

“How were you feeling or what thoughts went through your mind as you watched the film?”

This step does not need to take a long time (3-5 minutes for a 45 minute discussion). It is intended to acknowledge that the content can stir difficult feelings. However, you want to quickly move the audience into a discussion that will help them make meaning out of their feelings. Ideally, throughout the discussion, people will become more aware of how trafficking might be a problem in their communities, and manners in which they can help address the issue. To transition you could state something similar to the following:

“I hear that many of us had very strong feelings in reaction to the film. Now I would like to ask you to permit me to lead you through a discussion that could help us think about the issues we reacted to.”

Discussion Guidelines Divided by Topics

Preliminary Considerations

The following are discussion guidelines divided into seven major topics contained in the film: prevalence, definitions, effects, risk factors, counseling, policy, and prevention. Each topic contained a part of a survivor story, which facilitators can also use to enliven the discussion. Also, facilitators do not need to adhere to the topic order presented here.

Throughout the discussion, you want to elicit personal reactions, understandings, and ideas, as this will help make the film relevant to each participant. As a general rule, you can encourage people to be ready to both affirm and challenge the ideas they provide as well as the ideas that others deliver. If people make statements that could close the discussion (“I don’t think trafficking is really a problem”) you can ask other people in the group if they agree or disagree. For mixed audiences that include individuals with strong opposing views, the facilitator might want to agree on group rules (taking turns to talk, respecting other’s opinions, etc.) prior to beginning the discussion.

This part of the discussion will move along well if the facilitator can create a space that is open to sharing. Everyone has opinions and feelings related to their experiences and usually want to share these with others. Withhold from sharing your own views will help create an open environment. As a facilitator, you can make the experience better for yourself and the audience by limiting your role to asking questions and finding ways to encourage conversation.

I. Prevalence

Repeat to the audience the part of the film that states:

...human trafficking is a multi-billion dollar industry. And after drug dealing, human trafficking is the second largest illegal industry – criminal industry- in the world. And it's growing rapidly on a yearly basis. An estimated 12.3 million are enslaved around the world today.

Then choose any of the following sets of questions to pose to your audience:

1. What thoughts do you have about these numbers? Did these numbers surprise you? Did you expect them to be higher or lower?
2. How do you think these numbers are relevant to our country, state, and the communities that we each belong to? Can you think of ways in which these numbers are relevant to you or your family?
3. Why do you think human trafficking is growing? Why do you suppose it is talked about in relation to drug dealing?

Additional Discussion Material for Academic Settings

Prevalence has been a controversial issue in human trafficking. Estimating how many trafficking victims actually exist in the U.S. and abroad has been challenging for a number of reasons. First, trafficking victims are generally a hidden population (Hepburn & Simon, 2010). Second, the

definition of trafficking has been evolving and our understanding of this crime continues to change (Clawson, Dutch & Goldblatt Grace, 2009). Third, the conflation of terms has been common in human trafficking research. For instance, some U.S. estimates include populations at risk for trafficking, such as runaway youth. However, it is not clear what percentage of these were actually intercepted by traffickers. Some questions you can ask related to these issues can include:

4. Can you think of other problems that might contribute to obtaining accurate prevalence data?
5. Can you think of ways to address the issues related to determining prevalence in this population? Does anyone know how these issues were solved in establishing prevalence of other issue such as domestic violence or sexual abuse? How might we apply our knowledge in those areas to the study of human trafficking?

References

Hepburn, S. & Simon, R.J. (2010). Hidden in plain sight: Human trafficking in the United States. *Gender Issues*, 27, 1-26.

Clawson, J.H., Dutch, N., Solomon, A. & Goldblatt Grace, L. (2009). *Human trafficking into and within the United States: A review of literature*. U.S. Department of Health and Human Services: Washington. Available online at: <http://aspe.hhs.gov/hsp/07/humantrafficking/litrev/>

II. Definitions

Repeat to the audience the part of the film that states:

...basically human trafficking involves three major elements. There's force, fraud, and coercion to get someone involved and be a trafficked person.

Then choose any of the following sets of questions to pose to your audience:

1. What do you think the psychologists meant by force, fraud, and coercion?
2. How can you connect these terms, force, fraud, and coercion with what the survivors described about their trafficking experiences?

One of the psychologists in the film stated,

Trafficking has nothing to do with transportation. No legal definition includes the word transportation... It has to do with control, coercion, and exploitation - third party control. You have a buyer and a seller.

3. What are your thoughts about this statement? Did you know that trafficking did not necessarily involve the transportation of people? Does this change any previous understanding that you had about trafficking?
4. If trafficking is not about transportation then why do you think we use this word to refer to the crime?

5. What do you think they mean by “third party control,” and how does it apply to the survivor stories you heard in the film?

Additional Discussion Material for Academic Settings

In the U.S. human trafficking definitions have been largely defined by U.S. Federal and State laws. The U.S.’s Federal trafficking law is known as the Trafficking Victim’s Protection Act (TVPA) (U.S. Congress, 2000).

In the film, there is a calling for psychologists to develop their own language for trafficking rather than relying strictly on legal definitions. The facilitator in an academic setting could ask the following question:

6. If current U.S. legislation generally defines trafficking as a crime that includes the use of force, fraud, or coercion, how do you think it should be defined by psychology (or any other discipline)?
7. Some authors have called human trafficking an “umbrella term” (Chuang, 2006) that includes many types of trafficking crimes, what other crimes do you think this author is referring to?

References

Chuang, J. (2006). The United States as global sheriff: Using unilateral sanctions to combat human trafficking. *Michigan Journal of International Law*, 27:437, 441-493.

Clawson, J.H., Dutch, N., Solomon, A. & Goldblatt Grace, L. (2009). *Human trafficking into and within the United States: A review of literature*. U.S. Department of Health and Human Services: Washington. Available online at: <http://aspe.hhs.gov/hsp/07/humantrafficking/litrev/>

U.S. Congress (2000). *Victims of trafficking and violence protection act of 2000*, 22, U.S.C., 7101(a).

III. Effects

Repeat to the audience the part of the film that states:

...[T]hey're effected at psychological, behavioral, medical, physical. It is just devastating.

Then choose any of the following sets of questions to pose to your audience:

1. What specific types of effects and challenges do you think trafficking survivors face? What specific types of psychological or medical issues do you think survivors more commonly struggle with?
2. What effects and challenges did the survivors in the film talk about?

One of the contributors in the film stated that “trust” was a major challenge for survivors of trafficking, the facilitator could ask related to this content:

3. Why do you think “trust” was presented as an effect of trafficking? Why do you think survivors of trafficking are prone to develop challenges with trust? What other areas of a person’s life can issues with “trust” impact?

Additional Discussion Material for Academic Settings

The effects of trafficking are wide ranging and can have devastating consequences in people’s lives. However, in the U.S. there have been limited studies conducted on the psychological effects of trafficking. Most programs that

attend this population have relied on studies conducted on other populations with similar trauma exposures, such as survivors of domestic violence and refugees, to develop intervention models (Shigekane, 2008). The facilitator in an academic setting could then ask the following question:

4. Why do you think the literature is stating that it is a problem to rely on data on the victims of other crimes to understand the effects of trafficking?
5. How do you think the effects of trafficking are alike or different from the effects of other crimes such as domestic violence or sexual abuse?

References

Farley, M. (2007). *Prostitution, trafficking and traumatic stress*. The Haworth Maltreatment & Trauma Press: New York.

Hopper, E. & Hidalgo, J. (2006). Invisible chains: Psychological coercion of human trafficking victims. *Intercultural Human Rights Review*, 1, 185-209.

Shigekane, R. (2007). Rehabilitation and community integration of trafficking survivors in the United States. *Human Rights Quarterly*, 29, 112-136.

IV. Risk Factors

Repeat to the audience the part of the film that states:

It's crucial that we pay attention to the risk factors -those things that really make people vulnerable to modern day slavery and trafficking. One of the key components is income. When people are living in poverty, then they're much more at risk for being enslaved. Not only poverty on the individual level, but when we look at countries that are in poverty. In developing countries, there's much more of a risk of being enslaved and being trafficked within those borders and outside of those borders.

Then choose any of the following sets of questions to pose to your audience:

1. Why do you think poverty is a leading risk factor for trafficking?
2. Why do you think poverty is a risk factor for trafficking not just for individuals but also for countries? How do you think this relates to international trafficking trends?
3. What other risk factors can you think of that could increase vulnerability to trafficking? Do you think that these shift depending on the particular community or culture we are thinking about? Can you think of risk factors that relate to the particular community that you belong to?

4. Can you think of ways that risk factors and coercion (discussed in section II) might be related?

Additional Discussion Material for Academic Settings

Poverty is the leading vulnerability for trafficking followed by populations with a history of longstanding marginalization, such as women and ethnic minorities, among others. Several studies have noted that Natives belonging to countries in the North American Continent (Farley, Matthews, Deer, Lopez, Stark & Hudon, 2011; Farley, Cotton, Lynne, Zumbeck, Spiwak, Reyes, Alvarez & Sezgin, 2003; Ugarte, Zarate, Farley, 2003) and the descendants of U.S. Black slaves (Carter, 2003), were all overrepresented in the population of trafficked women. The facilitator in an academic setting could then ask the following question:

5. Why do you think these populations, Natives and the descendants of Black slaves are overrepresented in the population of trafficked people?
6. In what ways do you think that the history of these populations, Natives and the descendants of Black slaves, are contributing or not to their overrepresentation in trafficking?

References

Carter, V. (2003). Providing services to African American prostituted women. In Farley, M. (Ed.) *Prostitution*,

trafficking, and traumatic stress (187-198). New York: The Haworth Press.

Contreras, M. & Farley, M. (2011). *Human Trafficking: Not an Isolated Issue*. In T. Bryant-Davis (Ed.), *Surviving sexual violence (22-36)*. Lanham, Maryland: Rowman & Littlefield Publishers.

Farley, M., Cotton, A., Lynne, J., Zumbek, S., Spiwak, F., Reyes, M.E., Alvarez, D., Sezgin, U. (2003). Prostitution & trafficking in nine countries: An update on violence and post-traumatic stress disorder. *Journal of Trauma Practice*, 2 (3/4): 33-74.

Farley, M., Matthews, N. Deer, S., Lopez, G., Stark, C. & Hudon, E. (2011). *Garden of truth: The prostitution and trafficking of Native women in Minnesota*. William Mitchell College of Law: Saint Paul, Minnesota

Ugarte, M.B., Zarate, L., Farley, M. (2003). Prostitution and trafficking of women and children from Mexico to the United States. In M. Farley (Ed.), *Prostitution, trafficking and traumatic stress (pp. 147-165)*. Binghamton, NY: The Haworth

V. Counseling

Repeat to the audience the part of the film that states:

I spent so much time medicating myself and holding on to my pain, because I still held on to that pain. I spent so much time holding on to that, that I couldn't see - step out of it and just do what you're supposed to do. And your children will be returned and life will get back to normal, and you'll be okay and continue in your therapy, and continue praying to your higher power, and continue the groups, and you know, but I just, I was still fighting.

Then choose any of the following sets of questions to pose to your audience:

1. Based on what you heard from the contributors in the film and in the stories of survivors, what factors are important to consider in the psychological treatment of trafficking survivors?
2. Do you think considering culture specific issues such as race, ethnicity, national origin, gender, sexual orientation, religious affiliation and/or spirituality, etc., is important in the treatment of trafficking survivors? Why is it more or less important than in the treatment of other populations?
3. What types of therapy interventions do you think will be more adequate to the needs of trafficking survivors?

Additional Discussion Material for Academic Settings

Most programs that provide psychosocial services to trafficking survivors have relied on studies conducted on other populations with similar trauma exposures, such as survivors of domestic violence and refugees, to develop intervention models (Shigekane, 2008). Providers agree that this poses difficulties to providing appropriate treatment to trafficking survivors. The facilitator in an academic setting could then ask the following question:

4. What types of challenges do you think clinicians will face in trying to adapt models to treat survivors of human trafficking? Think of trying to use models to treat survivors of domestic violence to treat survivors of trafficking? What kinds of challenges or benefits might this approach pose?
5. What additional interventions do you think you would need to consider in the treatment of survivors of trafficking?
6. The film discussed collaborations across disciplines, in the case of mental health providers, how do you think they can collaborate and work with other providers involved in trafficking cases (attorneys, medical providers, law enforcement)? How might these collaborations have an effect on the mental health

treatment of survivors of trafficking?

References

Clawson, J.H., Dutch, N., Solomon, A. & Goldblatt Grace, L. (2009). *Human trafficking into and within the United States: A review of literature*. U.S. Department of Health and Human Services: Washington. Available online at: <http://aspe.hhs.gov/hsp/07/humantrafficking/litrev/>

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Herman, J.L. (2003). The mental health of crime victims: Impact of legal intervention. *Journal of Traumatic Stress*, Vol. 16, No.2, pp. 159-166.

Herman, J.L. (2005). Justice from the victim's perspective. *Violence Against Women*, Vol. 11, No. 5.

VI. Policy

Repeat to the audience the part of the film that states:

Slavery is happening now. And so as psychologists and as individuals we have to answer that response with what is it we will do with the fact that there are slaves living amongst us.

Then choose any of the following sets of questions to pose to your audience:

1. How can you influence and help strengthen policy to address issues related to human trafficking? How can you do this at the national and state level, how can you do this in your community, and how can you participate in the fight against trafficking as an individual?
2. If you are a psychologist, or professional working in any other capacity, think about ways that you can use your skills and knowledge base to help in the fight against human trafficking?
3. Can you think of ways that you can help address international trafficking issues, and how would doing this be relevant or not to local U.S. trafficking issues?
4. What is your reaction to the idea that slavery is still alive and happening now? After watching the film do you agree more or less with this statement?

VII. Prevention

Repeat to the audience the part of the film that states:

The very first issue we have to look at when it comes to preventing human trafficking and modern day slavery is on the side of the consumer. Many times we think about how we can warn women and warn girls what to look out for, but the truth is as long as there continues to be a demand for those who are trafficked, while there continues to be a demand for prostitution then this will continue to happen. So we really have to interrupt the cycle early and look at those messages that teach boys and men that women are a commodity, that sexuality is something to purchase.

Then choose any of the following sets of questions to pose to your audience:

1. Do you tend to agree or disagree that the demand for trafficked people is driving the increase of this issue? If you do agree, how can we, as concerned citizens, address the issue of demand? If you do not agree, what do you think is increasing the prevalence of trafficking?
2. How can you help fight trafficking as an individual? How can you encourage others to fight trafficking?
3. Can you think of ways that you are already directly or indirectly fighting trafficking that you had not thought of before?