

MINISTRY TO SEXUALLY EXPLOITED AND TRAFFICKED CHILDREN



MD 554

**Christa Foster Crawford and
Mark Crawford**

Syllabus



FULLER

School of Intercultural Studies

Pasadena CA 91182 USA

Spring 2009

MD 544 Ministry to Sexually Exploited and Trafficked Children

Christa Foster Crawford – Adjunct Assistant Professor

Mark Crawford – Adjunct Instructor

Spring 2009

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EXPANDED COURSE DESCRIPTION

DESCRIPTION:

A young boy labors in a brick factory to pay off the debt of his father; a teenage girl is raped by “customers” in the small cubicle in which she lives and works; a runaway poses for nude photographs in exchange for a place to stay; a child slave sleeps on the floor and works non-stop for scraps; a street child sells trinkets in the middle of heavy traffic. Each of these children is among the hundreds of thousands of victims of trafficking for labor or sexual exploitation world-wide each year. In working cross-culturally, many of these children are in plain view, even if their problems are not.

This course will give students a basic introduction to the problem of trafficking of children for sexual and labor exploitation, with an emphasis on sexual exploitation. Students will study existing faith-based and secular strategies to address these issues, evaluate them and formulate effective solutions. Students will be expected to develop a missional approach to addressing sex and labor trafficking in their own ministry context.

LEARNING OUTCOMES:

1. Gain a biblical and holistic understanding of the types, causes and effects of sexual exploitation and trafficking of children.
2. Develop awareness of Christian responses informed by an understanding of the problems and best practices of mission to sexually exploited and trafficked children.
3. Develop an integrated theory of ministry to sexually exploited and trafficked children.

COURSE FORMAT:

This course is a two-week intensive that meets for three-hour sessions each weekday. Class sessions will include lecture, multi-media, and group discussions.

Note: Students are required to attend the ASHA Forum, a Children at Risk conference scheduled to meet at Fuller Theological Seminary on Friday, May 1 – Sunday, May 3, 2007. Conference fees will be waived for credit students enrolled in MD544/644. For more information regarding the conference, visit the conference website:

<http://quest.cvent.com/EVENTS/Info/Invitation.aspx?e=e3395bc0-438b-46fb-ba9f-cc1715924437>. Students unable to attend the required portions of the ASHA Forum will be required to complete an alternative assignment.

REQUIRED READING:

(1500 pages) Readings include books and articles with diverse authors. If you have previously read any of the required texts, please select an alternative text from the recommended reading list or a book approved by the instructor. Required reading in each text will be identified in the syllabus.

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1. Farley, Melissa, ed. *Prostitution, Trafficking and Traumatic Stress*. Binghamton, NY: The Haworth Press, Inc., 2003.
2. Friesen, James G. et al. *Living from the Heart Jesus Gave You*. Pasadena, CA: Shepard's House, 1999.
3. Grant, Beth and Cindy Lopez Hudlin, eds. *Hands that Heal: International Curriculum to Train Caregivers of Trafficking Survivors (Academic Edition)*. Faith Alliance Against Slavery and Trafficking, 2007.
4. Kilbourn, Phyllis & McDermid, Marjorie. *Sexually Exploited Children: Working to Protect and Heal*. Monrovia, CA: MARC Publications, 1998.
5. Mam, Somaly. *The Road of Lost Innocence*. London, UK: Virago Press, 2007.
6. Course Reader, which includes information and articles about sex and labor trafficking written by governments, UN agencies, non-governmental organizations, academics and local practitioners from around the world.

RECOMMENDED READING:

1. Bales, Kevin. *Disposable People: New Slavery in the Global Economy*. California: University of California Press, 1999.
2. Batstone, David. *Not for Sale: The Return of the Global Slave Trade – and How We Can Fight It*. New York: HarperCollins, 2007.
3. Brock, Rita Nakashima & Brooks Thistlethwaite, Susan. *Casting Stones: Prostitution and Liberation in Asia and the United States*. Fortress Press, 1996.
4. Brown, Louise. *Sex Slaves: The Trafficking of Women in Asia*. London: Virago Press, 2000.
5. Cadet, Jean-Robert. *Restavec: From Haitian Slave Child to Middle-Class American*. Austin, TX: The University of Texas Press, 1998.
6. Grant, Beth and Cindy Lopez Hudlin, eds. *Hands that Heal: International Curriculum to Train Caregivers of Trafficking Survivors (Community-Based Edition Parts I and II)*. Faith Alliance Against Slavery and Trafficking, 2007.
7. Jewell, Dawn Herzog. *Escaping the Devil's Bedroom: Sex Trafficking, Global Prostitution and the Gospel's Transforming Power*. Oxford UK: Monarch Books, 2008.

ASSIGNMENTS:

1. Four written reflections on assigned topics. Each should be approximately 500 to 750 words (approximately 2-3 pages double spaced) and address reading assignments, class discussions and personal observations (due at the beginning of four class periods).
2. A theological reflection paper on an issue of CSEC or child trafficking (1,500 words).
3. A group integration paper consisting of a strategic plan for a missional response or a paper researching an area of CSEC or child trafficking with implications for mission to sexually exploited or trafficked children in a context chosen by your personal research or ministry goals (4,000 words).
4. A one-page integration paper proposal (not graded).

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5. An outline of the integration paper (not graded).
6. A 15-minute group presentation on the integration paper.
7. Attendance of the ASHA forum, a Child at Risk Conference, being held at Fuller Theological Seminary May 1-3, 2009.

Additional Assignments for ThM students: additional 300-500 pages of reading and write a publishable article on a selected topic.

Note: Fuller expects from all of its ThM level students an overall greater analytical depth on writing assignments.

PREREQUISITES: None.

RELATIONSHIP TO CURRICULUM: Elective. Part of Children at Risk concentration.

FINAL EXAM: None.

COURSE DESCRIPTION

Trafficking and sexual exploitation have gained awareness, especially among Christians, over the past decade. But even the “experts” are just figuring out how best to understand and respond to this ancient offense. Christians have been rightly inspired to minister to trafficked and sexually exploited people, especially those that are women and children. Yet our good intentions will fall short if we lack the proper foundation that includes a considered understanding of the complexity of the problem and best practices for solutions.

The purpose of this course is to equip students with the understandings, attitudes, and skills they will need to recognize, understand and address trafficking and sexual exploitation at home and around the world from a holistic, missional perspective. Some of the topics we will cover in class and/or in the required readings include:

- Unit 1: Introduction to Sexual Exploitation and Trafficking
- Unit 2: Secondary Trauma and Self-Care
- Unit 3: Supply- and Demand-Side Causes of Sexual Exploitation and Trafficking
- Unit 4.1: Trauma and Psychological Effects of Sexual Exploitation and Trafficking
- Unit 4.2: Other Effects of Sexual Exploitation and Trafficking
- Unit 5: Case Study
- Unit 6: Strategic Planning and Program Evaluation
- Unit 7: Developing a Missional Response to Sexual Exploitation and Trafficking
- Unit 8: The Need for a Holistic Response to Sexual Exploitation and Trafficking
- Unit 8.1: Emotional/Psychological Responses and Recovery
- Unit 8.2: Response to Physical Needs
- Unit 8.3: Response to Spiritual Needs

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- Unit 8.4: Response to Social Needs (including Family Systems, Community, Education, Life Skills, Vocational Training, Employment, and Economic Development)
- Unit 9: Ethical Considerations, including Effecting Change Cross-Culturally
- Unit 10: Child Protection
- Unit 11: Child Participation and Child Rights

CLASS METHODOLOGY

Your full participation in class sessions and discussions and engagement with the readings and assignments is essential. Class sessions will include a combination of lecture, large group discussion, small group discussion, and group work. Students will be evaluated on a number of learning styles: including written work, group presentations and class participation. Graduate level writing is expected and required for success in this course. Students needing assistance with their writing should avail themselves of writing resources in the Fuller community.

While this course is an academic course, it is very different from many of the other courses you will take. Our sexuality is at the heart of who God created each of us to be and reading about exploitation of and damage to the sexuality of others cannot but help affect ourselves. Students should be aware of their emotional, physical and other responses to the readings and class discussions. It is normal to feel overwhelmed by the content. This is compounded by the fact that this course meets as an intensive, daily, over a compact period of time. In addition, halfway through the course is the ASHA Forum which allows students to engage with experts in the field, but also increases the intensity of the course. Accurate self-awareness and proper self-care is essential to success in this course as well as in any ministry to sexually exploited or trafficked children. In addition to in-class self-care activities and assignments, students are encouraged to seek the help of outside resources (such as family, friends, small groups, pastoral care and/or professional counselors). To do so is not to be weak, but to make ourselves strong so that we may minister more effectively.

Students are encouraged to make use of creative outlets such as poetry, art, music, drama and other things that bring healing to their soul and to the souls of those to whom they will minister. Students will be required to complete drawing sheets to encourage the creative process as well as to relieve stress.

CLASS SCHEDULE

The class will meet daily from 3:00-5:50 p.m. from April 27 to May 8, 2009.

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Attendance at the ASHA Forum from Friday, May 1 to Sunday, May 3 is required. There is one mandatory session on Friday evening, one Saturday morning, two Saturday afternoon and two Saturday evening. Students must notify the professor in advance if they will not attend a mandatory session and they will be required to complete make-up assignments for sessions missed.

Please see the Course Schedule on the following pages for details about the class.

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COURSE SCHEDULE - WEEK 1

Course meets 3:00 – 5:50

<u>WEEK 1</u>	<u>Monday/DAY 1</u>	<u>Tuesday/DAY 2</u>	<u>Wednesday/DAY 3</u>	<u>Thursday/DAY 4</u>	<u>Friday/DAY 5</u>	<u>Sat/Sun</u>	
	27 April	28 April	29 April	30 April	1 May	2 - 3 May	
	PART I: SEXUAL EXPLOITATION AND TRAFFICKING OF CHILDREN: INTRODUCTION TO THE PROBLEM					ASHA FORUM CONSULTATION FOR NORTH AMERICA	
Biblical Reflection:	<i>What the Bible Says about Sexual Exploitation and Trafficking</i>		<i>Impacts of Sexual Exploitation and Trafficking: Judges</i>	<i>Demand: Amnon and Tamar</i>			
Class Topics:	Introduction to Course and Each Other <u>Unit 1:</u> Introduction to Sexual Exploitation and Trafficking (SE&T) <u>Unit 2:</u> Secondary Trauma and Self-Care (STSC)	<u>Unit 2 (cont'd):</u> STSC <u>Unit 3:</u> Causes of SE&T - Supply and Demand <u>Unit 1 (cont'd):</u> Intro-Recruitment and Control <u>Unit 4:</u> Effects of SE&T - Overview <u>Unit 4.1:</u> Trauma and Psychological Effects of SE&T	<u>Unit 4.1 (cont'd):</u> Trauma and Psychological Effects of SE&T <u>Unit 4.2:</u> Other Effects of SE&T Time in Working Groups	<u>Unit 5:</u> Case Study - Somaly Mam <u>Unit 4.2 (cont'd):</u> Other Effects of SE&T <u>Unit 6:</u> Strategic Planning and Program Evaluation Time in Working Groups	<u>Unit 5 (cont'd):</u> Case Study - Somaly Mam Time in Working Groups <i>EVENING:</i> Asha Forum begins		
Assignment Due at Beginning of Class:	Day 1 Required Reading** **NOTE: See "Required Reading Assignments" for	Day 2 Required Reading Written Reflection #1: Self Care Plan	Day 3 Required Reading	Day 4 Required Reading Written Reflection #2: Children at Risk of SE&T	Day 5 Required Reading Written Reflection #3: Trauma and Psychological		

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	readings that are to be finished <i>before</i> each class period.	<i>Optional Evening Gathering at The Crawford's</i>		Submit Topic of Integration Paper	Effects of SE&T Submit Integration Paper Proposal	
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COURSE SCHEDULE – WEEK 2

Course meets 3:00 – 5:50

<u>WEEK 2</u>	Monday/DAY 6	Tuesday/DAY 7	Wednesday/DAY 8	Thursday/DAY 9	Friday/DAY 10
	4 May	5 May	6 May	7 May	8 May
	PART II: MINISTERING HOLISTICALLY TO SEXUALLY EXPLOITED AND TRAFFICKED CHILDREN				FINAL CLASS
Biblical Reflection:		<i>Recovery: Rahab and Boaz</i>	<i>Spiritual Warfare</i>		<i>Commitment and Commissioning</i>
Class Topics:	Debrief Asha Forum Self Care Activity <u>Unit 7:</u> Toward a Missional Response to SE&T Time in Working Groups	<u>Unit 8:</u> Holistic Response to SE&T <u>Unit 8.1:</u> Emotional/Psychological Response	<u>Unit 8.5:</u> Prevention and Protection <u>Unit 8.4.1:</u> Social Response - Family <u>Unit 8.3:</u> Spiritual Response <u>Unit 8.2:</u> Physical Response <u>Unit 10:</u> Child Protection <u>Unit 11:</u> Child Participation and Child Rights Time in Working Groups	<u>Unit 8.4.2:</u> Social Response - Community <u>Unit 8.4.3:</u> Social Response - Employment and Economic Development <u>Unit 8.4:</u> Social Response - Generally <u>Unit 8.6:</u> Rescue <u>Unit 9:</u> Ethical Considerations Time in Working Groups	Group Presentations and Q&A Wrap up

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Assignment Due at Beginning of Class:	Day 6 Required Reading	Day 7 Required Reading Written Reflection #4: Asha Forum and Holistic Care for SE&T Children	Day 8 Required Reading	Day 9 Required Reading	Day 10 Required Reading Submit Integration Paper Outline
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ASSIGNMENTS

All required reading and other assignments are due at the beginning of the class for which they are assigned on the Course Schedule.

Required reading is found (1) in required texts available for purchase from the bookstore, (2) on Library Reserve or (3) in the Course Reader available online at <http://portico.fuller.edu> under My Courses: Sexually Exploited Children: Course Tools: Links: Course Reader.

A detailed list of required reading assignments will be posted online and distributed on the first day of class and will become part of this syllabus at that time. Additional assignments may be distributed in class.

Assignments Due on the First Day of Class, Monday 27 April:

Required Reading:

HTA(A) “Unit 1: Intro to the Global Issue of Human Trafficking” p. 27-57

HTA(A) “Unit 2: Key Dynamics of Prostitution and CSE (Part 1)” p. 67-77

Sexually Exploited Children “Setting the Global Scene” p. 3-14

Course Reader “Human Trafficking: Children and the Sex Trade” Crawford (3 pages)

Library Reserve “Margaret – The LRA ‘Wife’” and “Florence Lacor- A Community of Survivors” from *Batstone Not for Sale* p. 136-140

Course Reader “Slavery in the 21st Century, Part 1” *Free the Slaves* p. 1-4

<http://www.freetheslaves.net/Document.Doc?id=1>

Course Reader “What Does the Bible Say about Sexual Abuse of Children?”

Tearfund p.11 [http://tilz.tearfund.org/webdocs/Tilz/Topics/SexENG_full%20doc\(1\).pdf](http://tilz.tearfund.org/webdocs/Tilz/Topics/SexENG_full%20doc(1).pdf)

HTH(A) “Unit 12: Counting the Cost: Caregiver Issues” p. 291-318

Sexually Exploited Children “Compassionate Care for Caregivers” p. 297-307

Library Reserve “Compassion Fatigue: Toward a New Understanding of the Costs of Caring” from *Secondary Traumatic Stress* [If available]

Library Reserve “Secondary Exposure to Trauma and Self-Reported Distress Among Therapists” from *Secondary Traumatic Stress* [If available]

Library Reserve “The Risks of Treating Sexual Trauma: Stress and Secondary Trauma in Psychotherapists” from *Secondary Traumatic Stress* [If available]

Library Reserve “Self Care for Trauma Therapists: Ameliorating Vicarious Traumatization” from *Secondary Traumatic Stress* [If available]

Library Reserve “Painful Pedagogy: Teaching About Trauma in Academic and Training Settings” from *Secondary Traumatic Stress* [Skim] [If available]

Library Reserve “Self Care and the Vulnerable Therapist” from *Secondary Traumatic Stress* [If available]

Course Reader “Module 7: Care for Care Providers” *ESCAP* p. 20-24

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Optional Reading:

Bookstore and Library Reserve “Chapter 5: Modern-day Slavery: Sex Trafficking”
Jewell Escaping the Devil’s Bedroom p. 55-64

Course Reader “What is Sexual Abuse and Exploitation?” Tearfund p. 7-10
[http://tilz.tearfund.org/webdocs/Tilz/Topics/SexENG_full%20doc\(1\).pdf](http://tilz.tearfund.org/webdocs/Tilz/Topics/SexENG_full%20doc(1).pdf)

Course Reader “Fact Sheet Session 2: Background Information on Trafficking in Children

for Sexual Purposes” ECPAT p. 40-44

[Not Provided] “Sex Trafficking: An Overview” in Siddharth Kara *Sex Trafficking: Inside the Business of Modern Slavery* p. 1-44

Assignments Due on the Second Day of Class, Tuesday 28 April:

Written Reflection #1: Self-Care Plan

See *Annex 1* for Details.

Required Reading:

HTA(A) “Unit 2: Key Dynamics of Prostitution and CSE (Part 2)” p. 78-86

Sexually Exploited Children “Causes of Commercial Sexual Exploitation of Children”
p. 15-26

Sexually Exploited Children “Perpetrators, Policy and Protection (Part 1)” p. 27-36

Course Reader “The Client Goes Unnoticed” Save the Children p. 35-43, 45-53, 65-67, 69-72, 76-79, 95-98 http://www.scslat.org/search/publieng.php?cod_64_lang_e

Course Reader “What Leads to Children Being Sexually Exploited?” Tearfund p. 12-13 [http://tilz.tearfund.org/webdocs/Tilz/Topics/SexENG_full%20doc\(1\).pdf](http://tilz.tearfund.org/webdocs/Tilz/Topics/SexENG_full%20doc(1).pdf)

Library Reserve ““Sheltering the Lost Children: Peru” Batstone *Not For Sale* p. 199-224

PTTS “Similar Techniques of Control Used by Batterers and Pimps” p. 21-23

HTH(A) “Unit 7: Understanding the Psychological Needs of Survivors (Excerpts)” p. 183-189, 200-213

Library Reserve “Attachment” *The Developing Mind* p. 67-120

Library Reserve “Posttraumatic Stress Disorder and the Nature of Trauma” *Healing Trauma* p. 168-189

PTTS “Prostitution and Trafficking in Nine Countries: An Update on Violence and PTSD” p. 33-66

Optional Reading:

Course Reader “Prostitution” Ennew p. 86-96

Course Reader “Sex Tourism and Traffic” Ennew p. 110-115

Course Reader “The Customers” Brown *Sex Slaves* p. 126-155

Course Reader “The Sex Exploiter” NGO Group for Yokohama p. 1-32

ATTENDANCE POLICY

Academic credit for a course requires regular class attendance, whether or not this is stated in the syllabus, and is not just a matter of completing the assignments. This is especially so in the case of an intensive. Attendance means being present in the class for the entire scheduled class meeting, not just some part of it. Attendance at the mandatory sessions of the ASHA Forum is also required. In the event of absence for any reason, you are responsible for any information or class content missed. The professor may require additional work to make up for an absence. If you are absent from a significant portion of the course or if you are frequently late for class meetings, even due to extenuating circumstances, this may result in a lower grade or even a failing grade for the course.

STYLE AND EXPECTATIONS

- A. All written assignments should be completed consistent with the style guide currently used by your school. School of Intercultural Studies students are required to use the Chicago Manual of Style author-date system with inclusive referencing, School of Theology students must use Turabian footnoting, and School of Psychology must use the APA style guide. Style guides are available in the Fuller bookstore.
 - a. All papers submitted for this class should include a Works Cited section or bibliography, according to the style guide being used
 - b. For a brief explanation of the Chicago style, see the online Chicago-Style Citation Quick Guide: http://www.chicagomanualofstyle.org/tools_citationguide.html
 - c. **Consistent errors in style and format will lower your grade.**
- B. Proper English grammar will be expected in all assignments. This includes correct punctuation, capitalization, spelling, etc. For assistance in this area, consult a standard style guide such as *The Chicago Manual of Style*, use spelling and grammar checking tools, and seek the help of a proof-reader if needed. **Consistent use of poor grammar will lower your grade.**
- C. Clarity of thought and expression is expected of all written work. Students should ensure that their writing is well organized, logical and clear. Students are encouraged to outline before writing. Papers should be structured as follows: (1) an Introduction that clearly states the topic or thesis, (2) a Main Body that makes use of clear and descriptive headings and subheadings for each section and topic sentences and clear transitions for each paragraph, and (3) a Conclusion. Students should refer to “Impact of Sexual Abuse and Sexual Exploitation on Child Development with Respect to Sexually Exploited

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Children in Thailand” found in the Course Reader for an example of acceptable paper structure and logical progression. **Consistent lack of organization and logical clarity will lower your grade.**

- D. It is also expected that we will use inclusive language for people in all of our discussions and assignments in accordance with the following official statement from the Student Handbook, Official Statements of Fuller:

The Joint Faculty of Fuller Theological Seminary has adopted the following statement recommending the use of nondiscriminatory language by all members of the seminary community. Fuller has adopted the statement to be consistent with the seminary’s clear commitment to the full equality of women and men and to the training of women as equal partners with men for all areas of Christian ministry. “As members of the Joint Faculty of Fuller Theological Seminary, we are committed to the use of nondiscriminatory language in all areas of the community’s life. We recognize that many women and men no longer find ‘man,’ ‘men,’ and ‘mankind’ acceptable as generic terms. We understand that such exclusive language, though once normative in our speaking and writing, now tends increasingly to alienate a substantial group of people. We wish to challenge patterns of language that may be doing harm even when harm is inflicted unconsciously and without intention. As Christians desiring to support human equality, we intend to avoid exclusive language which might express or encourage discrimination within the church or society. We pledge ourselves as faculty and encourage students, staff members, and administrators to use language which includes women and men in all our teaching, writing, witness, and worship.”

- a. If you are unfamiliar with how to use inclusive language, an excellent resource with suggestions for ways to write inclusively can be found at this website: <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/inclusiv.htm> .
- b. **Consistent use of non-inclusive language will lower your grade.**

- E. *For ThM Students:* An overall greater analytical depth will be expected on all writing assignments.

COURSE REQUIREMENTS

1. Class/Group Participation (10% of Grade)

Class and group participation is a very important part of this course. **You are expected to attend all class sessions and participate in class interaction and in large and small group exercises and discussions.** If you will miss a class session, you must consult with the professor (preferably before you will miss, except in emergency cases) for alternative assignments AND take responsibility for assuring that you have received class notes and other materials covered during the missed class session.

At the first class session you will be assigned to a small group with whom you will remain for the remainder of the course. In the small groups and in the larger class context, please be aware of the balance necessary for good discussion. It is your responsibility to refrain from the extremes of either (1) dominating the conversation, or (2) withdrawing from it. Students will be graded on the quality of discussion not just quantity.

In order to facilitate this method of learning, you must complete the assigned readings and exercises before coming to class.

2. Required Reading and Reading Log (10% of Grade)

You are required to complete 1500 pages of reading for this class. Most of those pages will come from the required reading assignments that must be completed by the beginning of the class for which they are assigned. Additional reading to reach 1500 pages can come from optional reading suggestions, from unassigned material in the Course Reader Bibliography, and/or from sources used in preparing your Theological Reflection Paper or Integration Paper. You must submit a Reading Log that lists the number of pages of required and additional reading that you have completed. Instructions for completing the Reading Log will be distributed in class, along with instructions for electronic submission. **Due Friday, June 12.**

3. Written Reflections (20% of Grade)

You will write four written reflections of not less than 500 and not more than 750 words each in which you will be expected to process and integrate the required readings, class discussion, and your own observations and experience relating to the following topics:

WR#1 Self-Care Plan: **Due Tuesday, April 28th**

WR#2 Children at Risk of Sexual Exploitation and Trafficking: **Due Thursday, April 30th**

WR#3 Trauma and Psychological Impact of Sexual Exploitation and Trafficking: **Due Friday, May 1st**

WR#4 ASHA Forum and Holistic Care for Sexually Exploited and Trafficked Children:

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Due Tuesday, May 5th

Please see Annex #1 for the requirements of each written reflection. Further instructions for the written reflections will be discussed in class. Written reflections are due at the beginning of class on the day for which they are assigned. They must be submitted in hard copy and electronically. Instructions for electronic submission will be discussed in class.

4. Theological Reflection Paper (20% of Grade)

Write a 1,500 word paper theologizing on an aspect of ministry to sexually exploited or trafficked children. The Theological Reflection Paper should interact with one or more of the theological themes introduced in class and apply it to ministry to sexually exploited or trafficked children. Ensure that you have interacted with the theme through reference to other relevant theological texts, as well as grounding your discussion in a substantiated discussion of the realities and practicalities of ministry to your chosen population of children. Further instructions for the Theological Reflection Paper and instructions for electronic submission will be discussed in class. **Due Thursday, June 4th**. All papers will be graded on the quality and clarity of writing. Students requiring assistance with writing skills should seek out available resources.

5. Integration Paper (40% of Grade)

The Integration Paper is a group project. Each group will write a paper totaling 4000 words. The Integration Paper can consist of either:

- 1) A strategic plan for a missional response to sexually exploited or trafficked children in a context chosen by your personal research or ministry goals.
- 2) A research paper examining an aspect of CSEC or child trafficking with implications for mission.

Additional instructions for the Integration Paper and instructions for electronic submission will be discussed in class. **Due Thursday, June 4th**. All papers will be graded on the quality and clarity of writing. Students requiring assistance with writing skills should seek out available resources.

6. Integration Paper Proposal (not graded but required part of Integration Paper).

This one page paper should address:

- A) The participants of your project team
- B) A description of the target population
- C) A brief statement of their perceived needs
- D) A list of brainstormed possible solutions

Additional instructions for the Integration Paper Proposal will be discussed in class. **Due**

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Friday, May 1st in hard copy.

7. Outline of Integration Paper (part of Integration Paper Grade)

Further instructions for the Integration Paper Outline will be given in class. **Due Friday, May 8th in hard copy and electronically.**

8. Group Presentation (part of Integration Paper Grade)

On the final day of class, each group will give a 15 minute presentation relating to their Integration Paper. Each presentation will be followed by a 10-15 minute time of question and answers from the professors and class members. All members of the group are required to assist in preparation of the group presentation, and to play a role in presenting. All students will be graded for class participation, including presenters and the audience. Further instructions for the Group Presentation will be given in class. **Due Friday, May 8th.**

9. Coloring Sheets (not graded but failure to complete will affect your final grade)

You are required to complete coloring sheets to assist in coping with trauma and for stress relief. The sheets are **Due Friday, May 8th.**

For ThM Students: Read an additional 300-500 pages from the recommended reading and/or bibliography and write a publishable article on a selected topic.

GRADING PROCEDURES

It is essential that all assignments be completed by the start of class on the day they are assigned. This includes all assigned readings. **All late work will receive a grade reduction of 10%** of the total points for the assignment unless the student has arranged IN ADVANCE with the professor to turn in work late. Work will not be accepted past the last day of the quarter without an incomplete form being formally submitted and accepted.

Specific assignments may emphasize different aspects of these guidelines, but in general your work in this class will earn grades based on the following factors:

Theoretical understanding. This will require a thorough and thoughtful engagement with all assigned reading, class lectures, as well as the concepts and information you encounter in your personal research for this course. You will also want to use your conversations with other students in the class and course instructors to ensure that your understandings of these theories and concepts are accurate and that your applications of these ideas are appropriate.

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Groundedness. Your work must demonstrate a realistic familiarity and awareness of the context on which you are commenting. You can gain this by careful readings of others who have spent time in the field and mining your own experiences for relevant reflection topics and case studies.

Clear communication. Your ideas, both in your writing and your in-class contributions, should always be relevant and clear. Be succinct but provide enough detail to be relevant to the problem at hand.

Completion. You must complete all of the work required of you in the syllabus and other course materials as directed by the instructor(s).

Make a contribution. The best work demonstrates an ability to do all of the above, and combines them to make a potentially lasting contribution to the existing literature in this field.

In grading your work, I will use the following scale:

GRADE	MARK	DESCRIPTION
A	96-100	Outstanding: The level of research, thinking, and communication are outstanding. You critically evaluate the relevant theories, integrate it in the analysis of your selected topic or case, and show how it is applicable in the context you have chosen. Additionally, you synthesize models to create new understandings and/or theory. This is NOT a common grade.
A-	92-95	Superior: The level of research, thinking, and communication are superior. You understand and interact with the theories, integrate it with your topic, and have shown how it is applicable in the context you have chosen.
B+	87-91	Very good: The level of research, thinking, and communication are satisfactory. You appear to understand the theories, read the assigned literature, and have made progress in showing how it is applicable in the context you have chosen, though your work could be stronger in both areas.
B	82-86	Satisfactory: The level of research, thinking, and communication are satisfactory. You appear to have read the assigned literature and have made progress in showing how it is applicable in the context you have chosen, though your work could be stronger in both areas.
B-	77-81	Acceptable but average at best: The level of research, thinking, and communication are acceptable. It appears you understand the reading and have made a start in showing how it is applicable in the context you have chosen.
C+	72-76	Acceptable but definitely below average: The level of research, thinking, and communication are barely acceptable. You have read some of the theories and have started to consider how it is applicable in the context you have chosen, but you have not demonstrated either clearly.
C	67-71	Concerning: The level of research, thinking, and communication are borderline. The demonstration of your critical thinking is absent, but the narrative may merit some consideration.
C-	62-66	Barely Adequate: Depending on what I see, I may assume you tried, but it is not graduate level. The only reason it received a passing grade is that you submitted it for consideration with some evidence of work done.
F	0-61	Not Acceptable

ACADEMIC INTEGRITY STATEMENT

STANDARD STATEMENT ON ACADEMIC INTEGRITY FOR INCLUSION IN COURSE SYLLABI

FULLER THEOLOGICAL SEMINARY

Academic Integrity Commitment

At the beginning of this course we, as faculty and students, reaffirm our commitment to be beyond reproach in our academic work as a reflection of Christian character. We commit to honesty in all aspects of our work. We seek to establish a community which values serious intellectual engagement and personal faithfulness more highly than grades, degrees, or publications.

Each student is required to complete the online tutorial, *You Quote It, You Note It*, found on each student's Portico account. **Completing this tutorial one time meets this requirement for all courses.** Students are also expected to review and understand the commitments to academic integrity as printed in the Student Handbook and the Seminary catalogue. Some infractions can be addressed by personal confrontation and corrective counsel. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course without the permission of the professor(s);
- Submitting as one's own work material (s) obtained from another source;
- Plagiarism: unattributed quotations or paraphrases of ideas from published, unpublished or electronic sources;
- Unauthorized collaboration in preparing assignments;
- Cheating on exams by any means;
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course, and will be reported to the Academic Integrity Committee which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process. (For the full statement on Academic Integrity see *The Student Handbook* under *Official Statements*.) You may contact the Academic Integrity Committee Chair at aic-chair@dept.fuller.edu

ONLINE RESOURCES TO HELP AVOID PLAGIARISM

Various resources to help understand proper citation and avoid plagiarism (updated by B. S. Brewster, 05.02.07)

<http://www.hamilton.edu/writing/style/plagiarism/plagiarism.html>

Avoiding Plagiarism - Hamilton College

When to quote and when not to quote

<http://www.hamilton.edu/writing/sources.html>

Using sources - Lisa Trivedi and Sharon Williams

How to paraphrase. What is common knowledge

http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html

Avoiding Plagiarism by the Purdue University Online Writing Lab

Challenges in American academic writing

When to give credit. How to avoid plagiarism in research and writing

<http://www.indiana.edu/~istd/index.html>

How to Recognize Plagiarism - Tutorial - Indiana University

Definition. Overview. Examples. Links to other resources

On-line practice exercises. On-line test—you get a certificate if you get 100% correct

ACCESS SERVICES

Fuller theological Seminary makes reasonable accommodation for persons with documented disabilities. If you have a hidden or visible disability which may require class room or test accommodation, please contact the Access Services Office (first floor of Catalyst/Kreyssler Hall or call 626-584-5439), which is responsible for coordinating accommodations and services for students with disabilities. Additionally, please discuss options with your professor within the first 2 weeks of class.

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ANNEX #1

Written Reflection Topics

All written reflections must be turned in at the beginning of class on the day that they are due.

Each written reflection should be approximately 500 to 750 words (approximately 2-3 pages double spaced Times New Roman 12 point font) and process and integrate required reading, class discussions and personal observations and experience.

WRITTEN REFLECTION #1: Self Care Plan

DUE DATE: Day 2, Tuesday, April 28

Self-Care is a crucial skill and practice for all wanting to work with sexually exploited children.

Having lived with yourself all your life, you know what stresses you and what brings you joy. What strategies can you implement that will maximize your joy and manage your stress in four areas:

1. Physical
2. Emotional
3. Spiritual
4. Social

The first 1½ pages should cover your self-care plan for the next year or so of your life. Make it as practical and specific as possible. In ½ to 1 page, make a specific plan to cover the next two weeks of this intensive (including the ASHA Forum this weekend) to keep you joyful and sane.

WRITTEN REFLECTION #2: Children at Risk of Sexual Exploitation and Trafficking

DUE DATE: Day 4, Thursday, April 30

Based on your reading of *The Road of Lost Innocence* Chapters 1-7, answer the following questions:

1. In what ways was Somaly a “child at risk”?
2. What were the abuses and exploitation she suffered?
3. In what ways was she “trafficked”?
4. In what ways was she sexually abused and/or exploited?

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5. In what ways was she enslaved?

Your answers should integrate learnings from other Children at Risk classes you have taken.

WRITTEN REFLECTION #3: Trauma and Psychological Impact of Sexual Exploitation and Trafficking

DUE DATE: Day 5, Friday, May 1

Based on the Required Readings from Unit 4.1, answer the following questions:

1. List the psychological/emotional effects of sexual exploitation and trafficking
2. Explain trauma and PTSD in the context of sexual exploitation and trafficking

Based on your reading of *The Road of Lost Innocence* Chapters 1-Conclusion, answer the following questions:

3. List (1) the various forms and incidences of trauma that Somaly faced and (2) the psychological/emotional effects of that trauma, including symptoms of PTSD. List at least 20 separate incidences.

E.g.

Incident of Trauma (page) Effects

1. Rape #1 (page xx) blackout, sweaty palms
2. Rape #2 (page xx) flashbacks, panic attacks
3. Physical Abuse #1 (page xx) feeling outside of self, numbing
4. Physical Abuse #2 (page xx) head injury, flashbacks
5. Trafficked/Sold #1 (page xx) resignation

Written Reflection #4: ASHA Forum and Holistic Care for Sexually Exploited and Trafficked Children

DUE DATE: Day 7, Tuesday, May 5

What did you learn from each of the following mandatory sessions that would help you give holistic, Christian care to Somaly?

1. “Biblical Mandate to Respond”, Doug McConnell (Friday evening plenary)
2. “How Many Ways Can I Hurt You?” Dr. Sharon Cooper (Saturday morning plenary)
3. “Making the Connection between Pornography, Prostitution and Trafficking” Melissa Farley (Saturday afternoon, Breakout Session)
4. “Approaches to Rehabilitation/Aftercare” Panel Discussion (Saturday afternoon, Breakout Session)
5. “Survivor Testimony” (Saturday dinner)

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6. “How We Got Here: A History of the Religious and Political Origins of Our Battle Against Child Sexual Exploitation” Lisa Thompson (Saturday evening plenary)