

# Those Who Go Unnamed: Exploring the Intersections of Privilege and Oppression, Human Trafficking, and Victimization

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**Maryland Network**  
**Against Domestic Violence**  

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**WORKING TOGETHER FOR A SAFER FUTURE**



# Presenter Contact Info

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# Objectives

- Explain how historically the discourse surrounding human trafficking has excluded marginalized groups
- Critique the ways in which various systems continue to perpetuate oppressive power and control dynamics
- Better engage victims in culturally relevant safety planning and help seeking strategies, with a fuller understanding of the intersectional lives of victims



# Historical Context



# The Racial Roots of HT

- The Mann Act of 1910—“The White-Slave Traffic Act”
- This law was rooted in the racialized fear that white women would fall prey to non-white men and was specifically designed to protect white women against the supposed scourge of “white slavery” and from being transported across state lines for “immoral purposes.”
- In 1912, heavyweight boxer Jack Johnson was prosecuted under the Mann Act, after his fiancé’s mother reported him for kidnapping. He was sentenced to a year and a day in prison.

[https://www.uclalawreview.org/wp-content/uploads/2015/08/Butler-final\\_8.15.pdf](https://www.uclalawreview.org/wp-content/uploads/2015/08/Butler-final_8.15.pdf)



# **Racialized Sexual Tropes**

## **Women of Color**

- The Jezebel
- The Sapphire
- The China Doll
- The Geisha
- The Spicy Latina
- The Exotic Concubine

## **Men of Color**

- The Black Brute
- The Muslim Predator
- The Yellow Perile
- The Hispanic Rapist



# Sawtche

## The Story of the “Hottentot Venus”



<https://afrolegends.com/2017/07/19/sarah-baartman-the-black-venus/>



# Chinese Sex Slaves in San Francisco

- For over five decades, into the early 20<sup>th</sup> century, sex slavery of Chinese girls was openly practiced in San Francisco.
- With the influx of Chinese Gold Rush workers, the business of prostitution boomed.
- Brothel procurers would travel to China to secure by force or coercion, young Chinese girls that would become sex slaves or “indentured sex servants.”
- The age widely considered the best for prostitution was age 14.



# **“Boarding Schools and Camps”**

- Native Americans have endured systemic sexual violence and exploitation as part of their colonization by American troops.
- The federal government removed Native children from their homes and land and forced them into “boarding schools” and urban cities to be indoctrinated into American culture
  - Carlisle Boarding School, Carlisle, PA
- Reed Camps of California--“Fields of Love”
  - Mexican girls as young as seven were forced to provide “sexual services” to agricultural workers

<http://www.orthodoxytoday.org/articles/CrouseSexFields.php>

[https://www.uclalawreview.org/wp-content/uploads/2015/08/Butler-final\\_8.15.pdf](https://www.uclalawreview.org/wp-content/uploads/2015/08/Butler-final_8.15.pdf)



# Video Clip: Cyntonia Brown



<https://www.youtube.com/watch?v=8TuAhkQOESY>

<https://www.nytimes.com/2018/05/23/us/cyntonia-brown-clemency-hearing.html>



# Missing Girls in D.C.

- D.C. has logged a total of 501 cases of missing juveniles, many Black and Latinx.
- Within a two week span, 10 children of color went missing with very little media attention.
- According to 2014 FBI Crime Stats, nearly 37 percent of all missing persons under the age of 18 were Black.

<https://www.npr.org/sections/thetwo-way/2017/03/27/521655564/d-c-s-missing-teens-a-false-number-that-spurred-a-real-conversation-on-race>



# **“Missing Children”**

“We noticed that a lot of African American children that go missing are initially classified as runaways. They don’t get an Amber Alert or media coverage.”

– Natalie Wilson, co-founder of the Black and Missing Foundation

In 2016, an estimated 1 out of 6 endangered runaways reported to the National Center for Missing and Exploited Children were likely child sex trafficking victims.

- Of those, 86% were in the care of social services of foster care system

<https://polarisproject.org/human-trafficking/facts>



# The Black Woman/Child

- Girlhood Interrupted: The Erasure of Black Girl's Childhood, Center of Poverty and Inequality, Georgetown Law
- Study provides for the first time data showing that adults view Black girls as less innocent and more adult-like than their white peers especially in the age range of 5–14.
- Far-reaching implications for the data and a potential contributing factor to the disproportionate rates of punitive treatment in the education and juvenile justice systems for Black girls.



# The Black Woman/Child

Compared to white girls of the same age, Black girls are viewed as:

- Needing less nurturing
- Needing less protection
- Needing to be supported less
- Needing to be comforted less
- As more independent
- As knowing more about adult topics
- As knowing more about sex

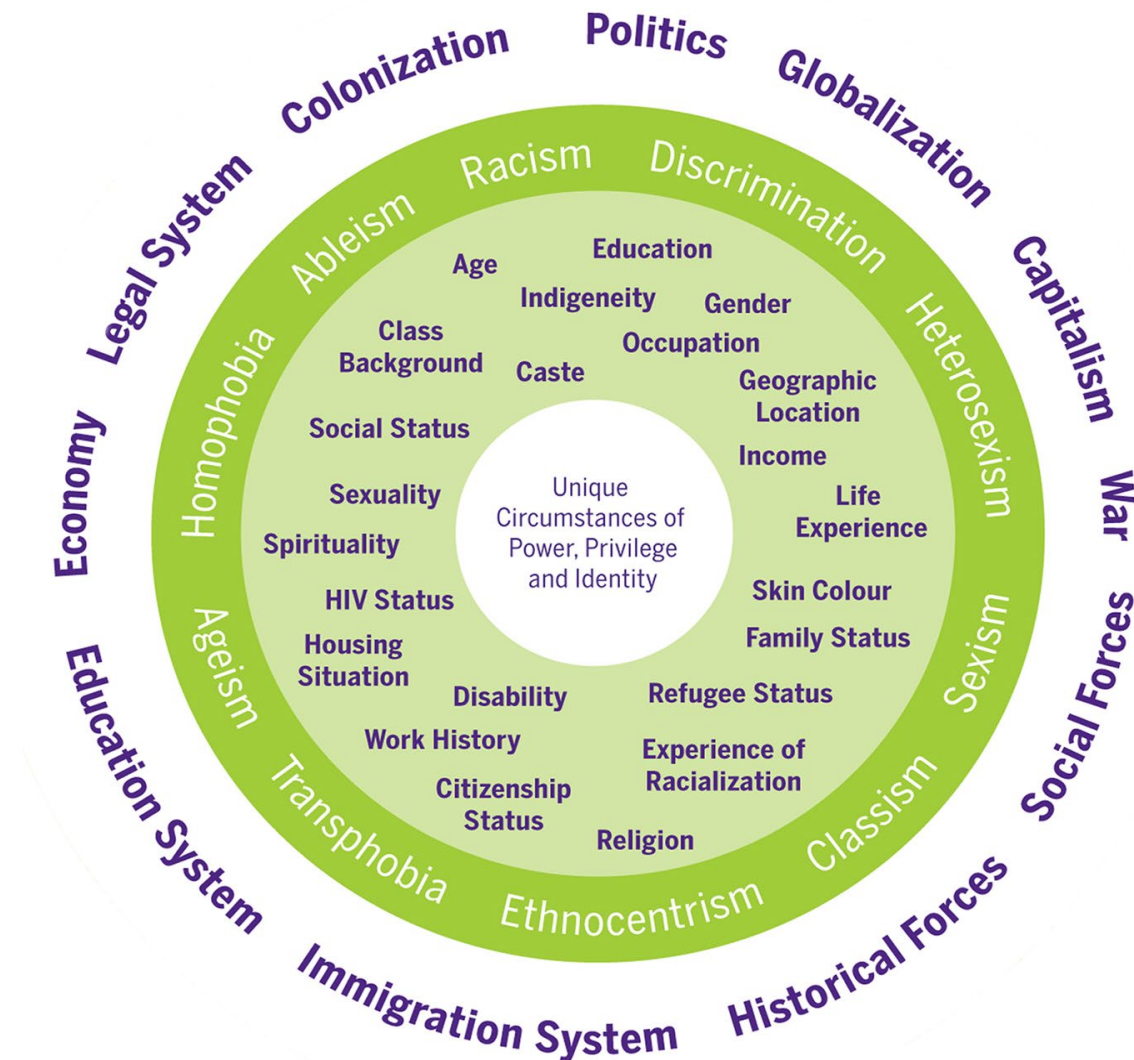


# Privilege, Power, and Identity

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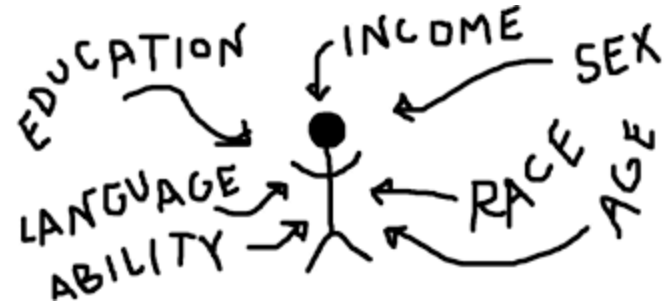
# Understanding Power, Privilege, and Identity





# What is Privilege?

The unearned special right, advantage, benefit, or favor **granted to and/or enjoyed by** an individual or specific group of people.



## **Remember:**

Having privilege **does not** mean that an individual will not or has not experienced hardship.

**All people** are both privileged and non-privileged in certain aspects of their life.



# White Privilege

The unearned **institutional** advantages and privileges given to white people by virtue of a system that has established “**whiteness**” as the **norm** and as the most esteemed.

THE ~~MYTH~~  
MISUNDERSTANDING OF  
WHITE PRIVILEGE

## Remember:

Pointing out white privilege is **not** reverse racism

Pointing out white privilege is not about being held responsible for what your ancestors did



# White Privilege

## Societal:

- Being able to say things like “I don’t see race”, being “color blind”, saying that “All Lives Matter” in response to certain movements, or that you are “tired of talking about race”
- Having your history taught as a core curriculum, while other histories are either silenced or taught as an elective
- Being able to use a “flesh-tone” bandage or foundation that more or less matches your skin tone
- Being able to go shopping alone and be more or less certain that you will not be followed or harassed
- Being able to talk about racism without being seen as self-interested or self-seeking
- Being late to a meeting without having the lateness reflect on your race
- Being able to fall asleep in your college dorm room without having the police called on you for trespassing



# White Privilege

## Victimization:

- Anger is seen as a result of trauma and is not based on stereotypes
- More likely to be believed to be a true victim by police and advocates
- Not having your immigration status questioned upon entering shelter or when applying for services and housing
- Having substance use acknowledged as a coping mechanism
- Being able to interact with staff and upper management who more than likely look like you



# Class Privilege

The advantage of being afforded a **higher social ranking** based

on income, wealth, education, status/position, and power. Class privilege is not solely based on "**economic capital**" but is influenced by **social and cultural capital** as well.





# Class Privilege

## **Societal:**

- Being gifted with a car at age 16
- Not having to worry about being able to afford college
- Being able to afford a nanny or childcare and not having to rely on the eldest child to take on a care-giver role for younger siblings
- Being able to swear or even commit a crime without people attributing it to the low morals of your class
- Large families are celebrated
- Having access to healthy food options within your own neighborhood
- Choosing to wear second-hand clothing



# Class Privilege

## **Victimization:**

- Being seen as needing temporary relief, instead of being seen as “scamming the system” when applying for benefits
- Being seen as more honest because you come from a “good” background or neighborhood
- The ability to afford a private attorney and not having to rely on a public defender or pro-bono attorney to accept your case
- Shaming a victim who do not leave the relationship by saying things like “I’d rather be homeless than abused”



# Intersectionality

A term coined by [Kimberlé Crenshaw](#), intersectionality is a framework designed to explore the dynamics between identities (race, class, gender) and connected systems of oppression (patriarchy, white supremacy, capitalism).



**There is no such thing as a single-issue struggle because we do not live single-issue lives.**

**Audre Lorde**





# Power Dynamics between Victims and Advocates

## Remember:

Although we go into anti-violence work with best intentions, we still operate from a place of privilege and power when working with survivors. The power dynamics that comes with being deemed an authority is something to pay attention to. **You cannot exert power and expect to empower.**





“Oppressed groups are frequently placed in the situation of being listened to only if we frame our ideas in the language that is familiar to and comfortable for a dominate group. This requirement often changes the meaning of our ideas and works to elevate the ideas of dominate groups.”

-Patricia Hill Collins





# Consequences of Oppression

- People do not get the care they want/need
- People may not feel comfortable sharing their full history
- Providers may misinterpret vagueness and gaps; (e.g. labeling people as substance abusers, “uncooperative,” “non-compliant”)
- Stereotypes may lead a provider to miss family related issues
- Providers may not offer appropriate safety planning
- People may not feel that the communication with their provider is adequate and may thus not follow provider suggestions



# What is Polyvictimization?

**Polyvictimization** refers to having experienced **multiple victimizations** such as sexual abuse, physical abuse, bullying, and exposure to family violence (OJJDP).

## **Remember:**

The definition emphasizes experiencing different kinds of victimization, rather than multiple episodes of the same kind of victimization (OJJDP).



# Types of Victimization

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**TRAUMA**

- Physical abuse in the home
- Abuse or neglect in a foster home
- Sexual abuse and/or statutory rape
- Victim of sex or labor trafficking
- Severe neglect
- Extreme emotional/verbal abuse by parent/caregiver
- Witnessing domestic violence, school violence, community violence, or animal cruelty
- Chronic bullying
- Other significant life challenges



# Survival Sex

- “Survival Sex” refers to the selling of sex to meet basic needs. It includes the exchange of sex for shelter, food, drugs, or money.
- Approximately 28% of street youths and 10% of shelter youth report having participated in survival sex, which was associated with age, days away from home, criminal behavior, substance use, suicide attempts, sexually transmitted disease, and pregnancy.



# The Process of Sex Trafficking

- Step 1: Grooming

Getting the victim to believe the recruiter

- Step 2: Isolation

Removing the victim from their social ties

- Step 3: Transporting

Taking them to an unfamiliar location, forcing dependence

- Step 4: Controlling

Controlling every aspect of their lives—what they eat, when they sleep, forcing substance use, physical violence

- Step 5: Trafficking

Selling the victim to customers, another pimp, brothel



# Potential HT Indicators

- Avoids eye contact
- Appears malnourished
- Lacks health care
- Show signs of physical and/or sexual abuse, physical restraint, confinement, or torture such as multiple bruises or sexually transmitted diseases
- Is not allowed or able to speak for themselves
- Has few or no personal possessions
- Frequently moves from place to place or stays in hotels
- Loss of sense of time
- Lack of knowledge of whereabouts and/or do not know what city he/she is in



# Video Clip: Jadyn's Story



<https://www.youtube.com/watch?v=tDDBfR5MD5w>



# Recognizing Signs of Trauma

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- Sleep disturbances
- Attachment problems
- Arousal and concentration difficulties
- Regression
- Affect dysregulation
- Somatization
- Hypervigilance
- Sexual behavior not typical of age group
- Anxiety and depression
- Avoidance
- Extreme impulsivity
- Dissociation
- Emotional or behavioral problems
- Numbing
- Oppositional behaviors/conduct problems
- Substance abuse



# Getting Victims Engaged in Services



# Trauma-Informed Care

A trauma-informed approach is based on the recognition that many behaviors and responses expressed by survivors are directly related to traumatic experiences.

-- Center for Mental Health Services,  
National Center for Trauma-Informed Care



# The Value of Trauma-Informed Care (TIC)

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- Creates a cultural shift from “what’s wrong with you?”  
to **“what happened to you?”**
- Assumes the survivor has a trauma history
- Trauma = THE central issue
- Meets the survivor where they are and views them as a unique person
- Sees the trauma survivor not as sick or bad, but as injured



# Trauma-Informed Care Results

- Improves desired outcomes
- Supports trauma recovery by
  - **Reducing re-traumatization**
  - **Providing “corrective emotional experiences”**
- Decreases our own vicarious trauma or compassion fatigue



# Motivational Interviewing

is “**goal-directed, client-centered** counseling style for eliciting behavioral change by helping clients to **explore and resolve ambivalence.**”

**AND**

is “designed to **strengthen personal motivation** for and **commitment to a specific goal** by eliciting and exploring the person’s own reasons for change within an **atmosphere of acceptance and compassion.**”



# Core Skills of Motivational Interviewing

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- Open-ended questions
- Affirmations
- Reflections
- Summary



# 4 Core Principles of Motivational Interviewing

1. Express empathy
2. Roll with resistance
3. Develop discrepancy
4. Support self-efficacy



# Express Empathy

- **Listen actively** with the goal of understanding
- Skillful **reflective listening** is fundamental.
- **Acceptance facilitates change.**
- **Ambivalence is normal.**



# Roll with Resistance

- Listen
- Avoid arguing
- Reflect/reframe
- Forward and backward movement
- Ambivalence is normal
- New perspectives are invited
- Survivor is the expert
- Resistance is a signal



# Develop Discrepancy

- **Motivation for change** occurs when people perceive a discrepancy between where they are and where they want to be.
- **Values and beliefs** are key factors
- The **survivor makes the arguments** for change



# Support Self-Efficacy

- A survivors' **belief in the possibility of change** is an important motivator.
- The **survivor**, not the advocate, is **responsible** for choosing and carrying out change.
- Look for **opportunities for empowerment**; what are they able to do for themselves?
- **Help survivor develop values** if they cannot identify their own values.



# MI as a Tool for Trauma-Informed Care

- Helps us to support survivors in evaluating their safety, choices and resources
- Allows us to be advocates with survivors instead of advocates for survivors
- Keeps us from making assumptions about what the survivor needs
- Allows us to help them build motivation and skills to make the best choices for themselves



# The Importance of Cultural Responsiveness

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- Understanding that culture shapes identity
- Giving voice to those who have been silenced and/or victimized
- Creating a safe space
- Building trust and mutual respect
- Equitable services and resources
- Learning opportunities on both sides
- Better safety planning and community engagement strategies
- A continued recognition of your own privilege



# Applying an Anti-Oppression Framework

- **Self-Reflection**
- Re-evaluating norms and **expectations**
- **Challenging** discourse
- Actively working against all forms of oppression, including **micro-aggressions**
- Long-term **commitment** to justice for all
- Creating **space** and opportunity
- By not playing the “**Oppression Olympics**”





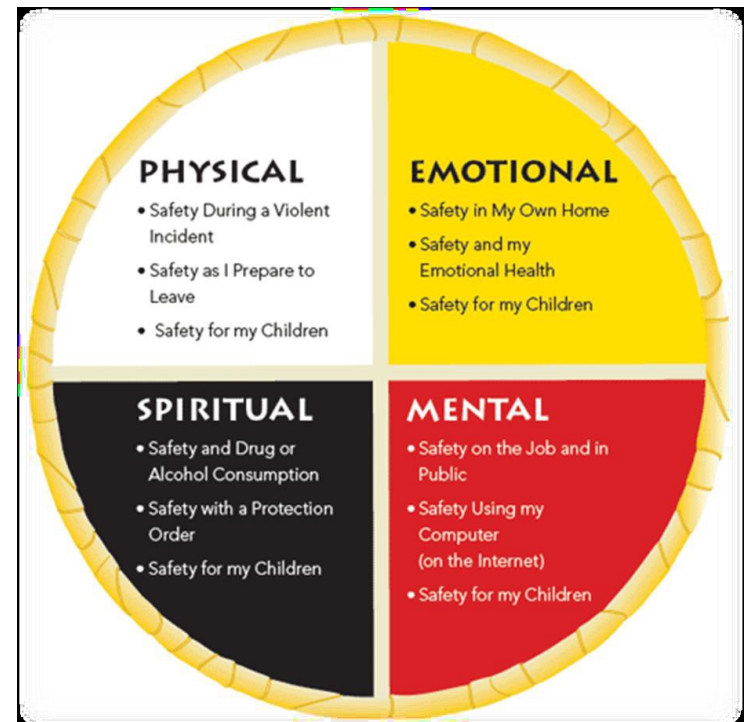
# A Safety Plan is

an individualized set of strategies that survivors develop to reduce risks to themselves and their children.

## Remember...

Leaving **does not** reduce threat of violence

Staying **does not** mean acceptance of or participation in the violence in the home





# Survivor-Centered Risk Analysis

***Survivor's*** risk analysis of:

- Partner-generated risks
- Life-generated risks
- Life-generated risks  
manipulated by abuser



Assess safety planning strategies

- Past and present



# Questions to ask during safety planning

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- What does the survivor do when the abusive partner gets violent?
- What won't they try again?
- What is their main worry right now?
- Who do they see as helpful?
- What part of their culture is a resource for them?



# **Strengthen Survivor's Safety Plan**

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## **Survivor/Victim's Resources**

- Knowledge, skills, training
- Life experience
- Family, friends, neighbors
- Home, \$\$, financial assets
- Job, employer
- Religious institution, faith
- Current safety plan
- Partner (?)

## **Common Services**

- DV programs
- Legal remedies
- Housing programs
- Job training, employment
- Government benefits
- Health, mental health & substance abuse programs
- Programs for immigrants, children, persons w/ disabilities



# Resources

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- Baltimore Child Abuse Center
- FairGirls (Free-Aware-Inspired-Restored)
- HopeWorks of Howard County
- National Human Trafficking Resource Center
- National Center for Missing and Exploited Children
- SAFE Center, University of Maryland College Park
- TurnAround, Inc. Anti-Trafficking Program
- University of Maryland-Baltimore, Child Sex Trafficking Victims Initiative, Ruth Young Center, School of Social Work