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Do College Students Have a Lack of Awareness Around Human Trafficking?

By Tessa D. Cavender

An Undergraduate Thesis Submitted in Partial Fulfillment
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University Honors Scholars Program of the
Honors College at
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ABSTRACT

Human Trafficking is an epidemic around the world, but if you ask the average person, they know little more than what is shown in media. To try to understand this, we asked the questions of whether college students also have a lack of awareness around trafficking, and if so, is education the best way to fix this? Our literature review found many professions, such as healthcare and K-12 education, are pushing for human trafficking curriculums to be implemented in their fields. To determine if this method would be effective on a college campus, five college students were interviewed to determine what their baseline knowledge is. Most of the questions they were asked were left unanswered due to lack of knowledge; this answered question one. Two out of five students were randomly selected to participate in a human trafficking 101 presentation. Four weeks later, those two individuals were given the same interview, with no contact with the data during those four weeks, to see what they retained. On interview two, both participants showed a drastic increase in knowledge, comprehension, and the ability to discuss the topic more fluidly. This shows that, when done by a licensed professional, a social worker or someone from a trafficking nonprofit, human trafficking education has proved very effective in creating awareness. We found this answered question two in the way we hoped.

CHAPTER ONE

Introduction

In 2016, the United States spent nearly \$150 billion on four types of illegal drugs: cannabis, cocaine, heroin, and methamphetamine. This has since increased in the U.S. and worldwide (Midgette, 2019). Human trafficking is one of the world's most prevalent, yet horrifying, businesses. Second only to drug trafficking in profitability, human trafficking makes approximately \$150 billion a year with 25 million people enslaved worldwide (U.S. Department, 2022). Since human trafficking is such a notorious and heinous crime discussed around the world, one would think a generation with full access to the internet would be more educated on the facts of trafficking. However, research and empirical observations have proven otherwise.

I discovered that faculty members could not answer questions while some felt the topic was too daunting to narrow to just a few research questions. I discovered that students could not name trafficking nonprofits, services, or any statistics to answer questions. Ultimately, the

problem is that too few college students are aware of the problem. I set out to first discover why, and then see if there was a solution to the problem.

Background

There are two main types of trafficking with multiple sections in each: sex and labor. Sex trafficking consists of remote sex acts, personal sexual servitude, pornography, and escort services. Remote acts take place via the internet with cameras either taking photos or videos or sexts of the sex worker. While this can seem like a victimless crime, it is still considered trafficking if they are committing the acts under fraud or coercion, or they are a minor. Minors, those under 18, are reported to be just under half of these individuals. More than 200,000 children are sex trafficked every year; the average age of entrance into familial sex trafficking is five. Personal sexual servitude can look like a father repeatedly selling his daughter for money, parents selling their son for drugs, or an adult's consent being ignored in a marriage. The lengths of time can vary from one night to multiple years—the most common type of sex trafficking (Hartmann, 2019). Pornographic trafficking is seen in multiple forms as well. “Revenge porn” is becoming increasingly common from vengeful, violent ex-relationships. Videos of random rapes and ones where the rapist knows the victim are also found frequently on porn sites. This type also heavily supports the recording and distribution of child pornography. Lastly, escort service is a covert term for sex acts taking place in hotel rooms. A trafficker will rent out a hotel room, confine the victim there for an extended amount of time, and schedule buyers to have sex with the victim for as long as the hotel room is available (Polaris, 2020). The vast majority of these victims are women and minors, making up 80% of the trade (American, n.d.).

Labor trafficking is more diverse and undercover. It is harder to determine if someone is being trafficked for their work, as many jobs are demanding and expect a lot of their employees.

There are many avenues through which this can take place: forestry and logging, hospitality services, factories, and agricultural work. Forestry work typically consists of men from other countries, such as Mexico or Guatemala, on H-2B Visas (Polaris, 2020). These visas also allow the United States to temporarily hire nonimmigrants for non-agricultural work; however, it also makes these workers more susceptible to abuse due to their temporary status and lack of knowledge surrounding labor in the U.S. (U.S. Citizenship, 2022). People working in hospitality are typically lured here with the false promise of extraordinary wages to send home to their families out of the country. However, this is almost never the case, and as most of these employees are also on H-2B Visas, they are tied to their job. Factories are the typical image one sees when the term labor trafficking is brought up; the image of child workers in horrible working conditions in India or Asia come to mind. While this is not too far from reality, it is also true that those conditions, and others, exist in the U.S. as well.

In 2011, 24 children and young adults were found in Orlando, Florida captured in the back of a van after severe exploitation. They worked 10-hour days, their food and water were rationed by their captors, and held in unsafe conditions in unfamiliar neighborhoods (Walts, 2017). Labor trafficking is the most ethnically diverse form of trafficking and happens around the world for a variety of companies like SHEIN or Apple (Jones, 2021). Agricultural work is diverse and has many different avenues for exploitation, underpay, and overly intensive work. This can look like cattle herding or harvesting crops that require extra labor like tobacco or corn. Abuse can also come from false pretenses as to what the worker was promised in pay compared to what they actually received; employers may promise an hourly flat rate but then give a piece-rate, regardless of whether the crop is in season (Polaris, 2020).

In a 2020 study, out of 16,658 victims of trafficking, 10,836 (65%) of them were sex trafficked as opposed to 21.5% in labor trafficking. The top form of sex trafficking was escort services with 1,116 cases. There was a 47% increase among forms of sex trafficking in which the person who placed them into trafficking was a caregiver or family member. 39% of sex trafficking recruitment was done through an intimate partner or marriage proposition. Via the internet, there was a 125% increase in reports of recruitment over Facebook and a 95% increase on Instagram. Alternatively, through labor trafficking, only 5% of recruitment was done through an intimate partner or marriage proposition. However, 69% were recruited by a current or potential employer (Polaris, 2022). In another study, with 10,583 referrals, 8,447 (80.1%) of them were women and 1,257 (11.8%) were men, with 86 cases of gender minorities. 7,648 of the referrals were under the sex trafficking category (National, 2022).

In the states comprising the Appalachia area specifically, sex trafficking is the most common form of trafficking reported (National, 2022). However, labor trafficking is more prominent for men (Florida, 2017). When labor trafficking was reported, it was most commonly agricultural or domestic labor (National, 2022). As these fields can be demanding outside of trafficking, this could be an explanation why it is underreported on the National Hotline. In 2020, the number of calls to the Human Trafficking Hotline were counted in Tennessee, Kentucky, North Carolina, South Carolina, Virginia, and West Virginia for a total of 810 reported cases. Individually, Tennessee had 165, Kentucky had 104, North Carolina had 260, South Carolina had 121, West Virginia had 41, and Virginia had 119. This epidemic is across the United States, but due to large cities surrounding the Appalachian region, such as Atlanta, Nashville, Charlotte, and Washington, D.C., trafficking is able to thrive here. Over the last five years, each of these

states had a few hundred cases, some even reaching into the thousands. Across the entire nation, there were 10,583 reported cases (National, 2022).

Fortunately, hundreds of human trafficking nonprofits exist in the United States with millions of people actively fighting this atrocity. The Polaris Project, OURRescue, and Free the Slaves are some of the country's leaders in this aspect. All three nonprofits work within the United States and around the world. The Polaris Project specializes in data collection to disperse amongst researchers and other nonprofits and dismantling systems that further human trafficking (Polaris, 2022, April). Operation Underground Railroad Rescue, otherwise known as OURRescue, works in trauma-informed care and operations and ending child trafficking in every form (Operation, n.d.). Free the Slaves partners closely with the United Nations Sustainable Development Goals to work in communities around the world with local leaders to teach them how to build resilience to trafficking within their community (Free, 2022). While all these aspects of trafficking prevention are needed, it is key to note education is not on that list.

Purpose of the Study

This study seeks to determine what students do and do not know about human trafficking with the goal of proposing a solution to spread awareness.

Research Questions

This thesis explores four large questions: (1) Do college students lack awareness around human trafficking; (2) Can education effectively prevent trafficking?; (3) After one presentation, and four weeks between the presentation and second interview, how much do students retain?; (4) Does education make the citizen more willing to be active and do their own research into trafficking?

Limitations

The qualitative nature of the study limits the number of participants. A future mixed methods study might provide better results and understanding. The number of students for the initial interviews was limited to five, one from each branch of the University's Honors College, due to a desire for an even likelihood of having knowledge around trafficking. Honors students typically are more involved than an average student and taking one from each branch allows controllable diversity. Five were also chosen due to the translation work; enough time was needed to have every interview translated by the presentation date, so participants were limited. Lastly, the timeline to complete this thesis was strict, so it also contributed to how many students I interviewed.

CHAPTER TWO

Literature Review

The literature reviewed several different areas, namely schools, colleges, and the workforce, each of which are comprised of subsections within, to try and determine if education is effective in prevention.

Education around human trafficking in the collegiate and professional medical fields proved scarce. Human trafficking victims enter a healthcare setting at some point during their time in trafficking, and due to lack of training, are sometimes not identified as a victim. Some studies revealed approximately 50% of victims come into contact with a form of physician while under a trafficker's watch (Macias, et al., 2014). Many healthcare professionals believe this is a barrier to being the best providers they can be. They also argue the resources for an all-encompassing training are there but are not used. This would include health effects, signs and symptoms, how to respond, and appropriate steps to take to determine if their patient is a victim.

It would likely be most effective as a medical school course for current and future physicians, and for those who are practicing, a seminar (Grace, 2014).

Macias et al. (2014) revealed that global responses to human trafficking in clinical settings are very poor. Eight large cities (Los Angeles, London, New York City, Salvador, Mumbai, Rio de Janeiro, Kolkata, Manila) were analyzed on how their local clinics would handle a potential human trafficking victim in their facility. Every city pointed to poor systems that hindered their ability to confidently report a victim and know the situation will be handled appropriately. They also blamed the lack of resources- mental help, financial assistance, physical treatment, and awareness preparation. Four cities argued the lack of policymaking to help healthcare workers prepare for a scenario like this was a large hinderance as well. Macias, et al., 2014 suggests a prevention plan that activates the medical and educational spheres. They believe by informing their physicians on what to look for, having them on policy-making boards, training them on trauma-informed care, and teaching them what rehabilitation looks like could truly make a difference. A robust, regularly used training seminar may be the answer to a lot of these issues.

Starting in 2011, other medical professionals, such as the International Counsel on Nursing, have taken it upon themselves to implement human trafficking education into their curriculums. They use a variety of methods, such as case studies, informational lectures, and multiple forms of media, to inform their students. This has already shown a large increase of capability to handle a scenario if it arose. After a one-hour seminar, their ability to identify a victim, report the case appropriately, and even their knowledge of laws surrounding human trafficking dramatically increased. Before this initiative, 94.5% of nurses reported having no

experience, education or other, with human trafficking, despite their previous clinical experience (Lutz, 2017). However, it is key to ensure the material used and the instructors are of quality.

Fraley (2019) analyzed seven different programs used to teach Human Trafficking 101 to a group of in-training health care providers and found only one of them was of ‘good’ quality, two were of ‘fair’ quality, and four were of ‘poor’ quality. Some of the criteria they used to grade these programs was the process of implementation, their efficacy, and the group of individuals who taught the course. Regarding efficacy, the program received a good score largely due to a time gap between the presentation and the post-presentation intervention effectiveness test. The two programs rated fair held strengths in internal validity, with an ability to address bias. Lastly, the poor curriculums had low internal validity with heavy bias and low external validity.

Regarding implementation, the curriculums were presented either face-to-face or virtually; however, the mode of communication did not seem to make much of a difference. The ‘good’ presentation was virtual, but a mix of the ‘poor’ presentations were in-person or virtual. The largest factor that made the difference was the group of individuals who taught and their knowledge of the subject. The presentations with social workers, who had been trained relentlessly on the topic, gave the best sessions, including the only ‘good’ presentation. The trainings that consisted of medical professionals making up more than half of the educators were either fair or poor, due to their lack of knowledge on the topic. This further propels the point of needing quality education for *every* workforce, because the members taught poorly will teach the next generation poorly (Fraley, 2019).

From a non-medical perspective, states are beginning to develop human trafficking curriculums to teach alongside their regular K-12 courses. California, after the passage of the Human Trafficking Victims Protection Act of 2000, began working on this concept and

introduced it into their school systems in 2017. This training, for educators and students, works on ensuring they know the signs and symptoms of trafficking, how to identify a student being abused, and what to do when that occurs (Salas, 2019).

Tennessee, in 2019, passed legislation requiring human trafficking education be implemented into their wellness courses in 6th through 12th grade education for students, and a course during the educator's in-service. The course would focus on the prevention, detection, and intervention of someone suspected of being a human trafficking victim. School boards partnered with the Office of Criminal Justice Programs and EndSlaveryTN, the nonprofit they retrieved the curriculum from, to implement this (Tennessee, 2019). While an analysis of how effective the implementation has been has not occurred yet, it is important to note that leaders of the state felt it was important enough to push education on this topic into the schools.

In 2020, eight school districts were awarded varying portions of \$4.3 million to incorporate trafficking education into their regular curriculums. These were spread across the country to get a better understanding of what each section of the country needs to effectively combat trafficking. Each of these training courses will encompass preventive education and skills-based learning for students and educators. In 2023, an analysis of the successfulness of the implementation will be done to determine how effective their curriculum is in preventing trafficking (U.S. Health, 2020).

Scholars are also requesting the usage of school counselors to detect trafficking within schools. Due to their training on maintaining the welfare of students' mental, emotional, and academic needs, their ability to implement awareness of human trafficking to the community within schools would be a strong avenue. They would also have the background to seamlessly assume that responsibility, whereas a teacher or administrator may not have the emotional

capacity or space in a classroom to do so. Professional counselors within schools can also work to destigmatize the language around human trafficking, understanding vulnerabilities, teaching students about susceptibilities, recognizing the grooming process, and intervening appropriately (Litam, 2020).

In 2021, the Human Trafficking and Exploitation Prevention Training Act was introduced, allowing for more federal aid to flow into school districts across the country for effective trafficking prevention. If passed, the law will consist of widespread education based on the signs of trafficking and how to respond appropriately (Graham, 2022). This could be a large advantage in the world of education.

CHAPTER THREE

Methodology

Qualitative research serves as the best method for the study per time limitations and the scope of research. Five students were interviewed, to gain a scope of their trafficking knowledge, and two were randomly selected to participate in a presentation from a human trafficking nonprofit. The two who went through the training were re-interviewed to determine if the training made an impact. The five interviewees were randomly selected from each branch of our university honors programs.

The interview process took approximately 15 to 20 minutes and consisted of 11 questions to gauge their knowledge of trafficking. Some of the questions were very broad, such as “what do you know about human trafficking” and others more narrowed, such as “what is the average age of entrance into a trafficking ring?”

After all five interviews were completed, two interviewees were randomly selected to take part in a Human Trafficking 101 educational presentation by GrowFreeTN, the point of

contact for trafficking referrals for East Tennessee. They educated 3,250 individuals on this topic last year alone (GrowFreeTN, 2022). The presentation went over basic facts about trafficking, a protocol for what to do if one suspects someone they know is being trafficked, and personal testimonies.

Once the presentation was completed, on December 2nd, 2022, approximately four weeks passed before re-scheduling the second round of interviews for the two people chosen—enough time to have the interviewees forget the discussion to ensure validity and comprehension. They were asked the same set of questions as before with about the same amount of time to answer.

CHAPTER FOUR

Results (Part I)

The first question of all five interviews asked what the participant knew of human trafficking in general. This was meant to gauge a baseline as to how much the participants knew of the topic. Participant 1 said, *“I would say that I have a rudimentary knowledge of it, but it is still very prevalent.”* Upon further elaboration, they said, *“But it mainly happens within a family.”* Participant 2 said, *“I think it’s more prominent than ever now... when I’m in public, it’s always something that’s in the back of my mind.”* Participant 3 said, *“I don’t know that much off the top of my head. I do know that a lot of times it happens within families... I also know it happens across borders sometimes.”* Participant 4 said, *“To be honest, I really don’t know that much. I know a lot of celebrities talk about it when they get the chance... I know that a lot of young girls are subjected to it.”* Lastly, Participant 5 said, *“Honestly, my understanding is very broad. I don’t really know any specifics because I know that’s something really serious, and I don’t delve into it because of how serious it is.”* It is important how little or vague every

participant's knowledge of trafficking is. The doubt in their knowledge was also present in their tone and hesitancy after the question was asked.

When asked what their estimate of people being trafficked every year, worldwide is, the answers were very scattered. Participant 1 said, *"I want to say at least 10,000. I think that would be the smallest number."* Participant 2 said, *"I would say it's probably in the millions... I don't know... I would say probably 5 million or 6 million."* Participant 3 said, *"1 million."* Participant 4 said, *"I'm just going to come up with a random number, I have no idea. I would say 2 million, I don't know."* Participant 5 said, *"I'll say 50,000. That's the only number that's in my head right now."* To reiterate, according to the Department of Homeland Security for the year of 2021, approximately 25 million people were trafficked. In the variety of estimates, it is easy to see how little accurate information is circulated and taught regarding the severity of trafficking.

The participants were also asked to list factors that contribute to trafficking. Participant 1 said, *"Profit, drugs and alcohol, socio-economic class, also cultures. I feel some cultures value women and people more than others... I also think that religion could even be a part of it. But I do not think race is."* Participant 2 felt it was most often attributed to law enforcement or society brushing off concerns of being trafficked or stalked as paranoia. They said that often, a trafficker can abduct another person because the original person was not believed. Participant 3 blamed clubs, bars, unassuming people, and getting involved with bad actors. However, they were unable to give a straightforward answer due to lack of knowledge. Participant 4 said, *"I think your social status... I think the people you are around, who you surround yourself with... and I guess where you are in the world."* Participant 5 said, *"An individualistic mindset... if you isolate yourself... you can be susceptible to other things but trafficking as well."* While all of these guesses could be factors, the proven causes are pornography, a desire for commercial sex,

conflict, extreme poverty, lack of access to education, and mass displacement (Gould, 2017). Some of the participants alluded to a couple of these aspects, such as poverty or location, but none were able to state a specific contributor on this list.

When asked about the different types of trafficking, most participants were able to give a closer answer than the previous question. Participant 1 mentioned sex trafficking and added, “*child trafficking for human labor.*” Participant 2 said, “*Kidnapping... slavery would be one, sex trafficking, and I don’t know what the third one would be.*” Participant 3 asked how there were different types, as they thought sex trafficking was the only one. When asked to guess, their answer was slavery and illegal scientific experiments. Participant 4 said, “*I really don’t know.*” Participant 5 stated, “*I don’t think my knowledge is very specific, but I see on social media different ways such as... zip ties on your car door to show you’re alone or put something under your car so you have to bend over to pick it up.*” Sex trafficking was seen throughout more of these answers, but labor trafficking has just as many avenues, if not more, than sex. Their responses further prove that labor trafficking is more covert.

The questions were swapped to a more personal basis. Participants were asked if they personally knew someone who had been trafficked or was a victim of violence. One participant did not know for certain but suspected, one participant said they did not know of anyone personally but knew cases, one participant said they knew someone who had been a victim of violence, and two participants said no to both prompts. 1 out of 5 people asked was able to say yes confidently, somewhat matching statistics stating 1 in 4 women and 1 in 7 men have been victims of severe physical violence in their lifetime (NCADV, n.d.).

They were then asked if they knew of any human trafficking nonprofits or knew what to do if they suspected someone was being trafficked. Participant 1 said, “*I know there are a whole*

bunch, but I cannot put a name to any of them.” Participant 2 said, “I do not. I don’t know any local ones... nobody knows about them [the resources nonprofits offer].” Participant 3 said, “No, I don’t. I have no clue; I’ve never even thought about it.” Participant 4 stated, “Unfortunately, I really don’t. I’ve heard of organizations that are human trafficking nonprofits, but I can’t think of any off the top of my head. I would probably just call 911.” This participant also said they did not know any of the resources they provide. Participant 5 said, “Not particularly, I know that’s really bad to say... if I knew or had a hunch [someone was being trafficked], I’d call the police.”

When asked if they have ever been given a presentation on Human Trafficking 101, or knew what it was, all five responses were no. However, all five participants said they would be interested in learning about human trafficking and how to be more of an active citizen in this area of society.

Results (Part II)

The second round of interviews were conducted with participants 1 and 5 after an educational presentation of Human Trafficking 101 from GrowFreeTN. Both participants were interviewed approximately four weeks after the presentation with the same questions as the interview before. They were told to not review any information about human trafficking or attempt to learn on their own about this topic until after their second interview. Every answer they gave was from what they retained from the presentation.

In response to what they knew about human trafficking in general, participant 1 answered, “*Human trafficking takes many forms. There are... sex trafficking, labor trafficking, and then the new one, which is arranged marriages. It mainly occurs between family members, usually a mom, selling her kid... and it’s rare, but not uncommon, for pimps and that kind of thing to be involved, and that it is a very widespread thing...²*” This can be contrasted with the original answer this participant gave stating they had a very rudimentary knowledge. Participant

5 said, *“I feel like I'm so qualified to talk about this now! Human trafficking is kind of like an unwanted... use of someone for gain, whether its monetary or drug related”* in comparison to their original answer holding they had a broad knowledge.

Their estimate of the number of people in human trafficking, from participants 1 and 5 respectively, was 2.7 million and 500,000. The lack of accuracy on this question could be explained by how centralized the presentation was. Global numbers were not discussed as much as Appalachian numbers. However, participant 1 did know it was in the millions, which is an improvement from the original guess of a few thousand.

When asked to name some factors that feed into trafficking, participant 1 answered, *“Family dynamics, poverty, grooming for one, and also, I would say that online chatrooms and social media are playing into it a lot more. Loneliness, poor family connections, debt for sure... not so much of a nurturing, loving family.”* Participant 5 said, *“Yes. Resource availability, relationships (mother, someone related to you), personal gain.”* Even though both these participants had relevant answers the first time, these responses are more specific as to the contributors of trafficking and not other types of issues.

Upon being asked the different types of trafficking, participant 1 answered, *“Yes. Sex trafficking, labor trafficking, and arranged marriages.”* Participant 5 said, *“Yes. There is one where they are related to you... drugs, services.”*

They were asked if they knew any human trafficking nonprofits. Participant 1 said, *“Yes, I do now. It is the one [the instructor] works for. It is either in Johnson City or is on one of the neighboring cities that's super close to us... she definitely runs the Johnson City human trafficking one and the office is in Knoxville... I don't [remember its name].”* Participant 5 answered, *“Yes. I don't remember their name.”* Participant 1 also discussed the services the

nonprofit gave to those who had been trafficked, *“They help with helping people recognize the situation, getting them clothed, fed, housing, and also therapy I believe, and I believe STD testing and health appointments.”*

Both participants were asked for any final notes or commentary on the presentation or discussion of human trafficking in general after this process. Participant 1 stated, *“I’m not going to lie, I’m surprised I remembered all that. The presentation really did stick with me... honestly it was a great presentation, it was done really professionally and had a lot of really great information that was easy to digest and understand. I definitely recommend for other people to take it.”* Participant 5 held, *“I will say that the presentation opened my eyes to realize that it was closer to home, I thought it was further away. One in a million chance if someone comes to your car this could happen but then it made me realize that, holy heck, this could happen to anyone out there. Cause it’s someone who you trust usually, which is terrible to think about, and that just kind of hit home for me. That, wow, this is someone you know... I feel like it’s good for everyone to have a presentation like this because it can make them more aware.”*

CHAPTER FIVE

Conclusions

The initial round of interviews shows how little this generation, and older, knows about human trafficking. It is typically thought of as an abduction in a parking lot, not a systemic issue involving race, gender, and class. Estimates of worldwide trafficking numbers in the thousands or low millions and not knowing trafficking stems from places of low privilege and class in society may point towards a lack of discussion about this topic in academic settings as well. After the presentation, the participants held conversation about the topic, even outside the questions for this thesis.

Even though the participants were not able to answer questions perfectly during the second round of interviews, the answers they could give were improved, and they showed more of an interest in becoming an aware citizen. The desire to seek more information is just as essential as education is to stopping trafficking. However, the most important piece is that their answers were more on target for the crime of trafficking itself and not general abuse. This ensures the two can be differentiated, as they call for different procedures after identification. Based on their recommendations at the end, and the presenter's, everyone should go through a human trafficking 101 presentation due to their efficacy in teaching the general population about it. This can be seen in final remarks surrounding the presentation: participant 1 stated how surprised they were they remembered all that information and participant 5 felt it was necessary for everyone to go through this to increase their awareness. It is also important to note that the average citizen does not need a perfect knowledge of the topic, but they should know how to identify risk factors and signs of trafficking, both of which are covered in the presentation.

However, it is essential the presentation is conducted by an authorized, knowledgeable source. Human trafficking nonprofits and government agencies seem to have the most accurate information and the best teaching sources. Studies show the retention rate is much higher when a licensed professional teaches the material as opposed to just doing research for oneself. Though learning statistics on your own is not inherently a negative idea, it is better to attend a course.

Human trafficking education, when done by a licensed professional, is a necessity in every workplace— in the medical field, in an office job, and in education. Promoting awareness, even if it is one presentation, has lasting effects, even with no continuous training, as seen in this thesis. Having a healthy sense of active citizenry is essential for a safe society, and it begins with something as simple as a presentation.

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This project means much more to me than an empirical finding about education preventing trafficking. It symbolizes something— a new future. One free of cruelty and abuse. One where humans are not deprived of their intrinsic value that is so unique to humanity. To current and future survivors of trafficking, we have your back. To all traffickers, I will see you in court.

Thank you again.

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