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## Bra's for a Cause: A service learning project in a freshman level human trafficking course

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# Bra's for a Cause:

## A service learning project in a freshman level human trafficking course



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October 11, 2014

# Introduction

- University of Nebraska
  - General Studies
    - Portal Courses – freshmen & transfer students

# General Studies Portal Courses

- Rationale:
- The purpose of the 3 hour Portal course is to help students become intentional learners. Students analyze the critical issues confronting individuals and society as they pertain to the discipline through which the Portal course is taught. The Portal is intended to help them succeed in their university education by mentoring them through the process of analyzing important ideas and articulating their own conclusions.

# Portal Course Criteria

- A Portal course must:
  - Examine a well articulated theme relevant to a discipline
  - Have a significant writing focus and requirement
  - Include the use of research or inquiry methods and concepts appropriate to the subject
  - Articulate the purposes of a broad liberal education and the goals of the GS program

# Required Learning Outcomes for Portal Courses

- On completing the Portal, students can
  - Analyze critical issues confronting the individual and society in a global context;
  - Interpret an argument through engaged discourse within the discipline;
  - Construct a cogent argument pertaining to the course topic.

# Women and Children for Sale: The Global Problem of Human Trafficking

## **Course Description**

This course is designed to develop critical thinking and writing skills while gaining a cross disciplinary understanding of the global problem of human trafficking. The course will include the scope of the problem; the relationship between pornography, prostitution, trafficking and sex tourism; the causes and underlying political, economic, cultural and social factors; the victim's experience; the traffickers and buyers; and efforts to combat the problem domestically and internationally.

# Objectives / General Studies Program

## Learning Outcomes

- 1) Evaluate information appropriate to the task – achieved through discussion and writing reaction papers;
- 2) Apply principles of critical thinking to demonstrate integrative learning – achieved through small group and class discussion of the challenges in combating domestic and international trafficking;
- 3) Communicate effectively in spoken form – achieved through small group discussions, current events, and student presentations;

# Objectives / General Studies Program

## Learning Outcomes

- 4) Communicate effectively in written form – achieved through article critiques, in class writing exercises, and research paper;
- 5) Analyze cultural issues within a global context – achieved by analyzing the political, social, cultural and economic conditions that serve to sustain human sex trafficking;
- 6) Evaluate in context significant concepts relating to democracy – achieved by evaluating the concepts of human rights, freedom and equality in the countries involved in human sex trafficking.

# Portal Course Learning Outcomes

- Analyze critical issues confronting the individual and society in a global context – achieved by reading and discussing course materials on human trafficking at the state level in the United States and as a global problem in relationship to other countries.
- Interpret an argument through engaged discourse within the discipline – to be achieved by writing position papers on persons trafficked as victims and on solutions to the problem of human trafficking.
- Construct a cogent (clear and convincing) argument pertaining to the course topic – to be achieved by researching, writing, presenting, and discussing international solutions to combat human trafficking.

# Other Course Objectives

- Discuss the scope of the problem of human trafficking within an international framework.
- Analyze the relationship between pornography, prostitution, sex trafficking, and sex tourism.

# Other Course Objectives

- Demonstrate an understanding of the underlying social, cultural, political and economic factors related to sex trafficking, and sex tourism.
- Analyze the challenges in combating domestic and international trafficking.
- Evaluate domestic and international efforts to combat sex trafficking.

# Required Texts

- Bales, Kevin and Soodalter, Ron. (2009). The Slave Next Door: Human Trafficking and Slavery in America Today. Berkeley, CA: University of California Press.
- Malarek, Victor. (2009). The Johns: Sex for Sale and the Men Who Buy It. New York: Arcade Publishing.

# Course Activities & Requirements

- Current events
- In class writing assignments
- Group activities
- Research project & class presentation
- Service Learning Project: “Bras for a Cause”

# Student reasons for taking the Course

Reason	Number of Students
It sounded interesting	18
To know more about the issue	4
Prior knowledge or exposure to the topic	4
It is a recent topic or issue	3
For my major	3
For my minor	2
To help my career	2
Someone suggested it	2
Other (next slide)	
Total does not equal 25 due to students providing more than one response	

# Other reasons given for taking the course

Each reason below cited by one student

Curious	Love to read
Fascinated	Needed at Portal course
Caught my attention	Fit schedule
To pay more attention in class	Scared me
To not put me to sleep	To help decrease it
I don't know a lot about it	To challenge me
Branch out from major or minor	It is a serious global issue
Fun to learn about	Interested in psychology

# How have you learned about human trafficking?

Source	Number of Responses
News media	12
School	8
Movies	7
Television shows	7
Books	4
Internet	3
Other	9
I don't know much or anything about the topic	4
Total does not equal 25 due to multiple responses by individual students	

# Free the Girls

- Non-profit organization that provides job opportunities for survivors of sex trafficking.
- Launched in August 2010
- Kimba Langas (Emmy-award winning television producer)
- Dave Terpstra (social entrepreneur)
  
- <http://freethegirls.org/>

# Why Bras?

- Great Income
- Safe environment
- Flexible schedule
- Sustainable model
- Minimal effect on local markets



- <http://www.cnn.com/video/data/2.0/video/world/2013/02/16/cfp-mozambique-or-bust-part-2.cnn.html>
- <http://freethegirls.org/>

# Free the Girls

- Launched pilot program in spring 2011, in Mozambique, Africa
- Over 300,000 bras collected to date
- <http://www.cnn.com/video/data/2.0/video/business/2014/10/03/cnn-orig-what-is-the-internet-of-things.cnn.html>
- <http://freethegirls.org/>

# “Bras for a Cause”

## The class project

- Students determined what needed to be done
- Activities:
  - Businesses to contact
  - Campus entities
  - Publicity
  - Drop boxes

# University of Sample Flyer Nebraska at Kearney



## Women and Children for Sale: The Global Problem of Human Trafficking Class Presents BRAS FOR A CAUSE

**DID YOU KNOW:** Of the 27 million slaves around the world 80% are women and children; only 1% are rescued or escape

Give women rescued from sex trafficking the opportunity to earn a living selling second-hand clothing while they go back to school. Selling bras provides a sustainable income up to 5x's minimum wage

**Drop locations:** Kearney YMCA, From the Attic Antiques & Used Furniture, The Village Hairsmith, Mid-Nebraska Community Action, Tim & Lanny's Auto Center

For more information contact Dr. Beth Wiersma, 865-8775, [wiersmaba@unk.edu](mailto:wiersmaba@unk.edu) or see [www.freethegirls.com](http://www.freethegirls.com)

# Bra Collection

- Bras collected by individual students
- Extra credit given in other classes
- Collection boxes placed in community & on campus
  - YMCA, antique store, auto business, total body spa, medical clinic, hair salon, Community Action Partnership, church, dorms
- Collection days in student union

# Photo for Press Release





## Bra's Collected by Students in the Human Trafficking Course Outside of Class on Their Own

Number of bras collected by each student	Number of Students
0	15
1 – 10	6
11 – 25	4
26 – 50	2
51 – 75	1
76 - 100	1
Range: 0 - 77	25 students
Total Bras Collected for Project: 1,620	

# Activities students volunteered to do, were assigned to do, and completed

Number of Activities	By number of Students (N = 25)		
	Number of activities I volunteered to do	Number of activities I was assigned to do	Number of activities I completed
1 – 5	5	8	17
6 – 10	8	14	8
11 - 15	8	3	
16 - 20	3		
Over 20	1		
Range	2 - 29	2 - 12	2 – 10
Mean	10.2	7.08	5.0

# Activities Completed (Frequency)

Number of Activities Completed	Number of Students
1	-
2	4
3	5
4	3
5	5
6	1
7	1
8	3
9	2
10	1
Total students	25

# Hours Spent on Project

(includes inside and outside of class)

Time spent by hours	Number of students
0 – 5:59	13
6 – 10:59	6
11 – 15:59	6
16 – 20:59	1
Over 20	

# Student Self Assessment

On a scale of 1 to 5 rate your participation in the Bras for a Cause project. (Circle the appropriate number below)

- 1 = I contributed the bare minimum contributing on one or two tasks
  - 2 = I contributed more than the bare minimum contributing on at least three tasks
  - 3 = My participation was average, I did the original activities I indicated I would do and worked at the collection table in the student union.
  - 4 = My participation was above average; I readily volunteered when volunteers were requested in class or the professor made it known a task needed to be done. These activities are above those I was assigned based on what I indicated I was willing to complete.
  - 5 = My contributions were outstanding, I publicized the event outside of class and Kearney such as writing letters to the editor, contacting media in my hometown, placing a collection box in my hometown, collecting bras, participating in media interviews or other. (Please specify other).
- 
- If you wish to make any written comments please do so on the back of this page.

# Student Self-Assessment Results

Self-Assessment Score	Number of Students Giving that Score
1	2
2	1
3	11
4	7
5	4
Mean score 3.4	Total Students 25

# How much do you agree with the following statements

N = 25	Strongly disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)	Mean
I re-examined my beliefs and attitudes about myself	2	1	3	15	4	3.72
I was exposed to new ideas and ways of seeing the world				8	17	4.68
I learned about the 'real' world	1		1	10	13	4.36
I did things I never thought I could do		1	3	11	10	4.2
I changed some of my beliefs and attitudes		2	3	14	6	3.96
I feel proud of my accomplishments on the service learning project	1	1	1	8	14	4.32

# What I Learned or Things to do Different

- Let students pick the project
- Better tracking of activities
  - Who the students talked to about the project
  - Hours inside and outside of class
  - Collecting bras on their own
  - Social media & hometown newspapers

# What I Learned or Things to do Different

- Collecting money for shipping
- Some activities were not feasible or were cancelled
- Not everyone is willing to help
- Bras may be embarrassing for male students to collect
- Put forethought into before and after assessments