

**Carleton University  
Winter 2020  
Pauline Jewett Institute of Women's and Gender Studies**

**WGST2812B: Sex for Sale**

**Fridays 11:35am-1:25pm  
Location: Southam Hall 416**

\*Room Subject To Change: Please Confirm on Carleton Central\*

**Instructor: Megan Rivers-Moore  
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Office: 1426 Dunton Tower  
Phone: (613) 520-2600 x3201  
Office Hours: Fridays 1:30pm-2:30pm or by appointment**

**Course Description:**

The topic of sex work is one of the most controversial and divisive amongst feminists: is prostitution by definition a form of violence against women, or does sex work offer emancipatory possibilities? This course explores feminist perspectives on the sex trade, critically analyzing theoretical and empirical studies of a multi-faceted industry. We will consider the social meanings associated with sex work and assess various legal approaches to regulating the industry. The course will approach the sex industry transnationally, exploring the connections between sexuality, gender, and other social formations such as race/ethnicity, class, nation, and empire, and how these play out in the purchase and sale of sexual services. We will also critically approach feminist writings on sexuality, considering how feminism has promoted sexual agency as well as how it has reinforced sexual conformity.

**Course goals:**

- To analyze and interrogate feminist debates about the sex industry
- To develop a transnational understanding of sex work
- To develop effective critical thinking, reading, writing, and presentation skills

**Course Format:**

Each 2-hour class will consist of a lecture in which the readings are placed in a larger framework. In addition, we will sometimes do small group exercises and in class discussions of the course material. This will allow you to better work through challenging concepts and theories, and to apply these theories beyond the classroom. Come prepared to participate and to share your thoughts and questions with the rest of the class. You will also have a tutorial session (1hr/week) where you will have a chance to discuss course readings and lectures further.

**Tutorials:**

B1 Wednesday 9:35-10:25 St. Patrick's Building 412 – TA TBA

B2 Monday 12:35-1:25 St. Patrick's Building 415 – TA TBA

B3 Wednesday 12:35-1:25 Southam Hall 408 – TA TBA

B4 Monday 1:35-2:25 Residence Commons 212 – TA TBA

**Required texts:**

Brown, Chester (2011). *Paying For It*. Montreal: Drawn and Quarterly. (Available at the Carleton University bookstore and on reserve in the library)

All of the other readings for this course are available online on Ares through the cuLearn site for this course. It is your responsibility to go through the syllabus carefully and ensure that you make the time to get and read the material. You are advised to print out and bring online readings and/or take extensive notes for full classroom discussion.

Please note that any films shown in class are considered course texts.

**Evaluation:**

Tutorial participation:	15%	Ongoing
Thought provoking questions:	10%	Ongoing
Reading response:	10%	Ongoing
Film review:	10%	February 14
In class test:	15%	February 28
Policy/Advocacy Assignment:	15%	March 13
Final Paper:	25%	April 6

**Late policy:** Please make a careful note of due dates for assignments. Late papers will be penalized unless you have been granted permission for an extension *before* the due date. The late penalty for final papers is 5% per day, including weekends. No late assignments will be accepted after ten days. Please note that special permission for extensions on assignments will not be granted without proper and verifiable documentation.

**Tutorial Participation**

Weekly tutorials will be facilitated by Teaching Assistants. Content from both the lectures and the assigned readings will be discussed. The grade for tutorial participation is based on attendance at tutorials and engaged participation in class discussion. Quality participation includes, but is not limited to: demonstrated engagement in course readings through questions and comments, respectful discussion with colleagues, contribution of comments that relate directly to course content, participation in and preparation for any in class written exercises, consistent attendance, and not texting or checking your phone in class.

### Thought Provoking Questions

Each week, you should arrive at your tutorial with one question written on a piece of paper that you will hand in to your TA at the beginning of the session. The question must be directly related to one of the readings. It might be a question about something you did not understand, a question that acts as a jumping off point for discussion, or a question about connections between the readings. This will require careful reading of the assigned texts. Take notes while you read. Consider what the author's intention is, how the work contributes to our understandings the purchase and sale of sex, and what you might critique and/or appreciate about the reading.

### Reading Response (2 pages):

You are required to submit one reading response during this course. Further details on cuLearn.

### Film review – 2-3 pages (February 14)

For this assignment, you will be required to write a review of a film that focuses on sex work. Further details on cuLearn.

### In class test (February 28)

The test will include short answers and an essay question. Further details will be discussed in class.

### Policy/Advocacy assignment – 1-2 pages (March 13)

This assignment requires you to engage creatively with the issues we address in the class by developing a meme, creating a poster or an ad, or writing a letter to your recently elected member of parliament focused on the ways that public policy impacts participants in the sex industry. Further details on cuLearn.

### Paying For It paper – 6-8 pages (April 6)

You will be required to write a paper of approximately 6-8 pages (12 font, 1.25" margins, double spaced) on Chester Brown's memoir *Paying For It*. Your analysis must draw on theoretical readings and themes developed in the course. In addition to Brown's book, you must work with at least three other texts from the course. Further details can be found on cuLearn.

### **All final grades are subject to approval by the Dean.**

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-55
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		

## **Email Policy and Etiquette:**

Emails will be returned within two business days (48 hours, excluding weekends and holidays). Only emails from official Carleton University email addresses will be answered. Please include your full name, student number, and course code in the email. Please use full sentences and formal language.

I encourage you to think twice before emailing your TA or me. Is your question answered in the syllabus? Is this a question with an answer that would benefit other students?

If you must miss a lecture, please do not write to me or your TA with the question, “Did I miss anything?” You can safely assume that you did miss something, so check cuLearn for that week for any learning materials that might be posted from the lecture and check in with a classmate who might discuss with you the lecture material and/or loan you their notes. You are also always welcome to drop in to my office hours to discuss course content.

## **Classroom rules and etiquette:**

- I expect you to attend every class, to arrive on time, and to come prepared to discuss the week’s readings. If you are having medical or personal difficulties, please get in touch with me as soon as possible so we can work together to get you back on track.
- Turn off your cellphones when you get to class. No exceptions.
- If you are using a laptop to take notes, please use it only to take notes while you are in class. Studies have shown that computer use for anything other than note taking in class is as distracting for people sitting near the computer as it is for the computer user. Please commit to disabling internet access during class time. Repeated texting/youtube watching/snapchatting/other distracting things may result in your being asked to leave the class.
- This course depends on active and respectful discussion and engagement with the course materials and with one another. We will collectively aim to create an environment that is safe enough for everyone to be able to be present, learn, and share their understanding of course material. This means that talk or behaviour that disrespects or demeans others is not acceptable.

## **Copyright statement**

Please note: classroom teaching and learning activities, including lectures, discussions, presentations, etc., by instructors, guests and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, exams and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students

registered in the course may take notes and make copies of course materials for their own educational use only.

**\*\*Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).\*\***

In the interest of creating a respectful learning environment as well as to protect intellectual copyright, I do not allow audio or video recording of course lectures or presentations in any format, openly or surreptitiously, in whole or in part, without my prior permission. If you would like to record any part of the course, come see me during my office hours and we will talk about it. Please be ready to explain what specifically you would like to record, for what reason (for example, so that you can listen again to a specific lecture to make sure you got all the important information), and what you plan to do with it afterwards (for example, delete it). Also, please keep in mind that I, Megan Rivers-Moore, hold copyright over the course materials, including the syllabus, lectures and slides that form part of this course, and that course materials (both paper and digital) are meant only for your private study and research.

### **Class schedule**

#### **1. January 10: Introduction to the course and each other**

#### **2. January 17: Feminist studies of sexuality**

Nash, Jennifer C. Excerpt from "Introduction: Reading Race, Reading Pornography."  
*The Black Body in Ecstasy*. Durham: Duke University Press, pp.9-21.

O'Connell Davidson, Julia (2002). The Rights and Wrongs of Prostitution. *Hypatia* 17 (2): 84-98.

#### **3. January 24: Sex work/prostitution: thinking intersectionality**

Burke, N. (2018). Double punishment: Immigration penalty and migrant trans women who sell sex. In *Red Light Labour* edited by Durisin, E. et al. Vancouver: UBC Press. 203-212.

Hunt, Sarah (2013). Decolonizing sex work. In *Selling Sex*. Vancouver: UBC Press. 82-100.

Tierney, Allison (2018). What Happens When Sex Workers Put Women of Colour First.  
[https://www.vice.com/en\\_ca/article/bjyp35/what-happens-when-sex-workers-put-women-of-colour-first](https://www.vice.com/en_ca/article/bjyp35/what-happens-when-sex-workers-put-women-of-colour-first)

#### **4. January 31: What is being bought? What is being sold?**

##### **Film: Scarlett Road.**

Fritsch, K., Heynen, R., Ross, A.N., & van der Meulen, E. (2016). Disability and sex work: Developing affinities through decriminalization. *Disability & Society*, 31(1),

84-99.

Khan, U. (2018). From average Joe to deviant John: The changing construction of sex trade clients in Canada. In *Red Light Labour* edited by Durisin, E. et al. Vancouver: UBC Press. 67-81.

### **5. February 7 Voice of sex workers – guest speaker**

Dawn, A. (2013). Chevron Restroom 1212 East Hastings, How Poetry Saved My Life, and Glossy. In *How Poetry Saved My Life*. Vancouver: Arsenal Pulp. 41-42, 55-56, 68-69.

Dawn, A. (2016). Sex work solidarity as healing: in four parts. *The Remedy: Queer and Trans Voices on Health and Health Care*. Vancouver: Arsenal Pulp. Reprinted at: <https://roommagazine.com/writing/sex-work-solidarity-healing-four-parts>

Lee, L. (2017). Once You Have Made Pornography. <https://medium.com/the-establishment/once-you-have-made-pornography-8720910befdc>

Mistress Eva on Being an Asian Dominatrix. (2018). Peepshow podcast episode 24: <http://peepshowpodcast.com/peepshow-podcast-episode-24>

### **6. February 14: Law and policy contexts – Film review due**

Maher, S. (2018). Sex Workers Want Bill C-36 Gone, but are the Liberals Listening? [https://www.vice.com/en\\_ca/article/ev7dkj/sex-workers-want-bill-c-36-gone-but-are-the-liberals-listening](https://www.vice.com/en_ca/article/ev7dkj/sex-workers-want-bill-c-36-gone-but-are-the-liberals-listening)

Sayers, N. (2018). Municipal regulation of street-based prostitution and the impacts on indigenous women: A necessary discussion. In *Red Light Labour* edited by Durisin, E. et al. Vancouver: UBC Press. 57-66.

### **7. February 21: Reading week (No lecture or tutorials)**

### **8. February 28: In class test (no tutorials)**

### **9. March 6: Third Parties in the Sex Industry**

Blanchette, Thaddeus Gregory and Ana Paula de Silva. (2017). Sympathy for the Devil: Pimps, Agents, and Third Parties Involved in the Sale of Sex in Rio de Janeiro. *Third Party Sex Work and Pimps in the Age of Anti-trafficking*. Springer. 15-47.

Bruckert, Chris and Tuulia Law (2018). The Business of Sex Businesses: Management in the Incall/Outcall Sector. In *Getting Past “the Pimp”: Management in the Sex Industry*. Edited by Chris Bruckert and Colette Parent. Toronto: University of Toronto Press. 73-100.

### **10. March 13: Sex tourism – Policy/Advocacy assignment due**

Hoang, Kimberley Kay. (2015). New Hierarchies of Global Men. *Dealing in Desire*. Berkeley: University of California Press. 53-77.

Rivers-Moore, Megan (2016). Selling Sex, Selling Care. *Gringo Gulch*. Chicago: University of Chicago Press. 64-89.

### **11. March 20: Migration and trafficking**

Bernstein, Elizabeth (2018). The sexual politics of carceral feminism. In *Brokered Subjects*. Chicago: University of Chicago Press. 34-67.

Nada Zenith DeCat. (2019). The Racism of Decriminalization.

<http://titsandsass.com/the-racism-of-decriminalization/>

Red Canary Song. (2019). The Massage Parlor Means Survival Here: Red Canary

Song on Robert Kraft. <http://titsandsass.com/the-massage-parlor-means-survival-here-red-canary-song-on-robert-kraft/>

### **12. March 27: Sex worker organizing**

Lam, Elene and Annalee Lepp. (2019). Butterfly: Resisting the harms of anti-trafficking policies and fostering peer-based organizing in Canada. *Anti-trafficking review*. 12: 91-107.

Soldiers of Pole Strippers' Union is Making it Rain Workers' Rights. (2019). Private Parts Unknown podcast. <https://www.listennotes.com/podcasts/private-parts/soldiers-of-pole-strippers-KFLIMo0fgnz/>

### **13. April 3: Extended office hours (no lecture, no tutorials)**

## **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website: <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally-scheduled exam (if applicable).

## **PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Read more about academic integrity here:

<https://carleton.ca/registrar/academic-integrity/>