



COURSE TITLE (WGST-248)

Dates: June 6 - Jul 29, 2022

Location: Online

Students will participate in the course using Georgetown University's online learning management system called Canvas. To learn more about Canvas, please go through the Canvas Guide for Students.

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Virtual Office Hours: by appointment

COURSE DESCRIPTION

Can sex be sold? Is prostitution work or violence and who gets to decide if it should be legal or illegal? The sex industry has garnered considerable debate in academia, policy circles, and aid organizations globally. More recently and with the advent of technology the debate has entered mainstream discourse. This interdisciplinary seminar will engage with these debates through an exploration of histories of prostitution across time and space and in a variety of theoretical and material contexts. Our focus will be on the nineteenth- and twentieth-century United States, Europe, and the Middle East, but we will also explore cases from South and East Asia, Latin America and Africa. We will use this transnational lens to interrogate social and cultural assumptions about bodies, agency, and social institutions. We will also consider a variety of social movements (from anti-prostitution to SlutWalk) and regulatory policies from criminalization and legalization to the John Schools. Through readings, research, and reflection, this course invites students to move beyond the surface and to form their own approaches to these body politics. The course will be divided into two sections. The first section provides the theoretical framework and is heavy on readings. The second section addresses various themes and issues from a transnational and historical lens and is more interactive.

COURSE LEARNING OBJECTIVES



By the end of this course, you should be able to:

1. Understand their own assumptions and attitudes pertaining to the intersection of sex, bodies, money, and morality.
2. Identify key mainstream, feminist, queer, and postcolonial approaches to the sex industry.
3. Discuss how class, race, and gender are expressed in various global policies and cultural attitudes towards sex and sex work.
4. Develop a critical perspective towards the question of choice in legal debates around prostitution.
5. Think critically about the academic study of marginalized communities especially in the transnational context.
6. Identify major historical forces (cultural, religious, political) shaping the discourse on prostitution.

With these skills, students will be able to answer the following questions:

- How would you characterize and evaluate the various strategies that have been used across the world in the 19th and 20th century to address prostitution?
- Historically, what have been the consequences of making prostitution illegal for women and girls?
- How have race, gender, and class shaped the politics and lived experience of individuals engaged in prostitution?
- What does a comparison of histories of prostitution across the world tell us about the state of the scholarship and the field?

By the end of the course you should improve on the following skills:

- **Thinking skills:** The ability to read, analyze, and respond to our course materials
- **Communication skills:** The ability to communicate ideas clearly and efficiently

- Information access and retrieval: The ability to know where to look for and gather information concerning our topic
- Ethical reasoning: The ability to recognize multiple perspectives and examine connections between beliefs and actions

COURSE READINGS

Readings and other course materials will be linked in the Canvas course. You will need to have access to the Georgetown Online Library Catalog to access some of the readings.

COURSE ASSIGNMENTS AND GRADING CRITERIA

Graded Assignments: **Please See Canvas calendar for Exact Deadlines**

Virtual Class Participation and Activities 32%

This is a discussion-based class. I expect students to participate fully in the online class activities and discussions. There will be two types of discussion boards: Think-aloud activities and formal discussions. Each think-aloud activity will make up 1% of your grade and is meant to capture your immediate opinion or thought on something.

Each formal discussion board will make up 3% of your grade. In the formal discussion board you will reflect on, engage with, and discuss the topic(s) under consideration in each module by utilizing the reading materials assigned. To foster participation, you are required to answer the discussion question/s, provide the class with 2 discussion questions of your own, and respond to posts by your peers in a timely manner.

Media Articles: 7%

Every week for the first seven weeks of class by Thursday 11:59 pm (ET), you are responsible for submitting a “media piece” that address the sex industry, broadly defined. This can be about streetwalking, brothels, transpeople in the sex industry, phone sex, pornography, or human trafficking, among others. This can be from traditional or non-traditional media sources. It can include a news article, opinion piece, advertisement, movie trailer, or song. I strongly encourage you to post articles that broadly relate to the theme of that module.

Midterm (21%):



The midterm will include identifications, short answers, and an essay. It will be based on the readings.

Research Project: 40% (proposal 5%, rough draft 5%, presentation 5%, final paper %25)

Final research project will be predicated on one month of research on a topic chosen by the student. You will choose a topic in collaboration with the instructor but you have tremendous flexibility in your topic of choice.

The research project has multiple components and deadlines. You should pay careful attention to each building block and to each deadline.

1. You will begin by choosing a region/s or country/ies (space) to anchor your research.
2. Conduct research on one aspect of either the history or contemporary sex industry in that space. Alternatively, you can focus on an organization whose primary mission or clientele are sex workers. In other words, you will write a history or analysis of that organization for the research project.
3. Generate your research questions. (guidelines will be provided)
4. Complete additional research.
5. Write and deliver: in addition to writing a paper, you will narrate your findings for a larger audience either through a presentation or podcast. You can also team up with another classmate to produce a question-and-answer format with you as the author.

Grading Scheme

A Note on Grading: The following is a general overview of how I evaluate assignments:

- An A: Exquisite work that is nuanced and takes risks. Makes a clear, supported argument that goes beyond the obvious to make unexpected connections. Challenges the reader to see the topic differently. Obviously required great effort and thought on the part of the student.
- A B: Well-written and/or argued work that demonstrated a clear understanding of the material and thoughtful analysis. May struggle with one the following: organization/structure, supporting evidence, and generalizations. Demonstrates potential for growth and significant effort.
- A C: fulfills the basic requirements of a given assignment but does not exceed them. Makes an argument but not a particularly nuanced one. Bare minimum effort.
- A D: Fails to meet the requirements of the assignment. Makes unsupported arguments. Draws and generalizations. Shows little effort.

Grading Scheme

93 - 100 % = A

90 - 92 % = A-

87 - 89 % = B+

83 - 86 % = B

80 - 82 % = B-

77 - 79 % = C+

73 - 76 % = C

70 - 72 % = C

67 - 69 % = D+

60 - 66 % = D

Below 60 % = F

COURSE SCHEDULE

This course begins with an Orientation and is divided into **8** modules. Below is an outline describing the course structure. Each Module will be released on a weekly basis every Sunday morning. Students are required to move through each module in sequential order.

ORIENTATION: Opens [June 4]

The orientation provides an overview of the course and introduces you to your instructor and peers. You will also learn about the technology requirements and where to get support.

Part 1: Groundwork

MODULE 1: Theory and Background [June 6-12]

MODULE 2: Feminism and Sex Work [June 13-19]

MODULE 3: Historicizing Queer and Male Sex Work [June 20-26]

Part 2: Themes and Issues

MODULE 4: Colonialism, Empire, and Nationalism [June 27-July 3]

MODULE 5: Red-light Districts and Sex Tourism [July 4-10]

MODULE 6: Race, Criminality, and Sex Work [July 11-17]

MODULE 7: Activism and Organizing [July 18-24]

MODULE 8: Technology and Looking Ahead [July 25-29]

INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

As a Georgetown student your online classroom experience will be very different but just as rigorous as your residential student experience. You can expect to:

- Communicate with your professor and classmates regularly via email, discussion boards, and other technologies available.
- Navigate the internet using a web browser (note that certain tools may require a specific browser).
- Use applications such as Microsoft Office or Google Docs to create documents and work on projects.
- Submit assignments in Canvas.
- Upload and download saved files (including text, audio, and video).
- Use a microphone to record audio.
- Use a webcam to record video.

In this course we may use the following tools:

- VoiceThread, StoryMaps, Survey 123, Jamboard, Qualtrics

Computer Requirements

- You will need access to a computer (Windows or Mac) and adequate Internet service to complete this course. Although you can use other devices such as smartphones and tablets for some online coursework, please note that some tools, such as Proctorio, do not work on tablets or smartphones.
- You will also need an internal or external microphone and camera to complete this course. While you can use any browser to access Canvas please note that some tools only work with certain browsers (e.g., Proctorio only works with Chrome).

The minimum requirements needed to use Canvas can be found in this [Canvas guide](#).

COURSE POLICIES AND EXPECTATIONS

Student Expectations

You are expected to complete all readings, assignments, and activities on time. Participation is essential to your success in this class. You are expected to actively participate in discussions with your peers, and contribute to the group assignments. It is important to subscribe to the course discussion boards so that you receive notifications when new messages are posted. In order to get full credit for participation, you will have to complete all of your module assignments and quizzes on time.

Time Expectations

Our remote learning courses are designed to meet the same academic standards as our place-based (face-to-face) courses. Students should plan on spending approximately 6-9 hours a week on assignments, readings, projects, etc. in addition to the 2.5 hours of instructional time.

Communication Expectations

Building an inclusive climate of mutual respect and inquiry in this class:

I respect your right to be called whatever you want to be called, because I understand that for all of us, social recognition of our sense of self is key to our own integrity and flourishing. I expect everyone in the class to do the same. In particular, if you would like to be called by a specific set of pronouns or a name that might not be obvious from your official school records, please let me know in any way that makes you comfortable.

Communication with Peers

You will be expected to engage with your peers via the discussion board and other required tools on a regular basis.

Communication with Professor

Please feel free to email me with your questions, concerns, and/or to schedule a time to meet over Zoom. When sending emails please remember to follow the guidelines outlined below.

- *Check the syllabus.* Before sending your email or message, be sure that your question has not already been addressed in the syllabus or announcements.
- *Be patient.* If you have a concern and send me a message, you can expect a response within 1 business day. Please allow 5 business days for assessment submission feedback.
- *Specify subject.* Subject line should include the topic of the message and class title.
- *Greet & Close.* E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

ACCOMMODATIONS

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the [Academic Resource Center](https://academicsupport.georgetown.edu/disability/), the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; <https://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy

information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is *cura personalis*, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown's Honor System](#) and to take the Honor Code Pledge.

Honor Code Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system:

- *To be honest in every academic endeavor, and*
- *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).



All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Honor Council website](#).

SUPPORT SERVICES

Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together [this newsletter](#) which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

- [Academic Resource Center](#)
202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
(202) 687-4798

Title IX/Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator.

If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: <https://sexualassault.georgetown.edu/resourcecenter>.

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

- Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu

- Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician.

More information about reporting options and resources can be found on the Sexual Misconduct Website.

Office of the Student Ombuds (OSO)

Confidential | Independent | Impartial | Informal

The Office of the Student Ombuds (OSO) serves all undergraduate and graduate students, including SCS and BGE, on the main campus. Consider contacting the Student Ombuds when you want to talk to a caring professional about a University-related issue but don't know where to turn. The OSO is a confidential and safe space that is independent of formal university organizations or structures where students can discuss their concerns, share their experiences, ask questions and explore their options. The student ombuds can help you problem-solve, identify your goals, and empower you to think through ways to navigate complex situations. Some reasons for you to visit the office may be to address academic concerns, clarify administrative policies, discuss interpersonal conflicts, seek coaching, mediation or facilitation to handle a sensitive situation, advise you on the process to file a formal complaint if you are experiencing bias, harassment, bullying or other forms of intimidation, identify other appropriate campus resources, and allow you to safely express your frustrations and concerns.

Request an in-person or zoom appointment with the Student Ombuds by writing studentombuds@georgetown.edu or calling 202-784-1081. The OSO is located in Room 207 of the Reiss Building (across from Arrupe Hall). Find more information at <http://studentombuds.georgetown.edu>.

Georgetown Library

If you have a question for a librarian you can go to their [“Ask Us”](#) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

eResources

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library's Homepage](#) by using your NetID and password.

Learning Resources

Georgetown offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- [The Writing Center](#) offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).