

# Sex/Work

Intimacy, Agency, and Exploitation

GWS 202 CC

Fall 2019

Tuesdays and Thursdays 2:45-4:00 p.m.

Blaustein 213

Professor: Ariella Rotramel

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Office Hours: Thursdays, 1:00-2:00 p.m.

## Course Description

How and why is sex a site of conflict in so many workplaces? From debates about decriminalizing paid sex to the emergence of the #MeToo, we learn about how workers understand their experiences with sex and labor. We begin by examining the history of sexual harassment, as activists named abuses they encountered at work and in turn, our laws and policies changed. From farmworkers to college students, waitresses to government lawyers, we ask what it is like to encounter sexual harassment and what are the obstacles to justice. As we learn about why sexual harassment continues to be an issue in our society, we build a foundation to study the range of work that has been deemed "intimate labor." As we read about how sex workers experience migration and the varying reasons they pursue these jobs, we go beyond simple ideas about prostitutes as victims or deviants. Our exploration of dominatrix offers insight into how explicit practices of power exchange become a service to be sold. As we conclude the semester, our class takes what we have learned and applies it to a range of jobs. We look at how these types of work are represented in media and read these images against what activists, scholars, and officials know about these jobs. By the end of the semester, you should have a more complex set of ideas about sex and work that is well-informed by the range of perspectives we have encountered.

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## Learning Goals

This course serves the following department learning goals:

- Analyze course content and complete assignments using interdisciplinary techniques;
- Demonstrate self-reflexivity about one's ideas as well as one's social and political position within systems of oppression and privilege in national and transnational contexts;
- Design and execute independent research, creative projects and/or community engaged projects; and
- Reflect on and communicate the value of the major or minor towards academic and post-graduation goals.

Our course-specific learning goals are:

- Understand and engage scholarship, advocacy efforts, and popular representations of sex and work, particularly regarding agency, material constraints, and forms of violence ranging from structural to interpersonal;
  - Learn and develop insight into sexual harassment as a workplace issue from multiple perspectives;
  - Collaborate with classmates to research, analyze, and propose programming to address sex workers' health needs in New York City; and
  - Collect, analyze, organize, and write content about primary source materials for a digital humanities project on sex and work.
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## Office Hours

I hold office hours to provide students with an opportunity to discuss course-specific issues that we have not been able to address in class. Examples of reasons that you may visit my office hours include: discussing a course topic further; questions about your work in this course; or a personal issue has begun affecting your work and we need to strategize to address this challenge. Do not hesitate to contact me immediately with concerns, as there is little we can do at the semester's end. If you cannot make my office hours, contact me to schedule an appointment. If a professor knows your interests, we may inform you about campus programs and activities or other opportunities like fellowships and scholarships. Most importantly, a professor who knows their students writes better letters of recommendation. Successful students at Connecticut College make time to go to their office hours.

# Course Policies

## Credit Hour Definition

A semester course is normally equivalent to four semester hours. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, a course will provide an average of at least one hour of direct faculty instruction (class meetings, labs, review sessions, field trips, office hours, film screenings, tutorials, training, rehearsals, etc.) and at least two hours of out-of-class work (homework, preparatory work, practice, rehearsals, etc.) per week.

## Late Assignment and Extra Credit Policy

Late assignments will receive a deduction of one letter grade per 24-hours. Extensions may be requested with timely notification. This course does not have extra credit work as students are expected to consistently dedicate themselves throughout the semester towards the course's core components.

## Universal Learning and Full Participation

I am committed to the principles of universal learning and full participation. All of us learn in different ways and our course can be organized to be accommodating of all students across our differences. For example, you may learn more effectively through oral, written, or visual renderings of course topics. Our classroom, virtual spaces, learning and communication practices should be as inclusive as possible. Please meet with me as soon as possible to discuss your individual learning needs and how they can be accommodated in this course. Please also remember that along with our Office of Accessibility Services, our college offers other support services, including the Academic Resource Center, Writing Center, and Counseling Services that are available to all students and offer a range of services that are helpful for everyone at each stage of the college experience.

## Lateness and Attendance Policy

You are required to come to class on time. Lateness and unexcused absences count negatively towards your grade. More than three unexcused absences will result in a failing grade for the course. You may provide proper documentation and/or have your class dean contact me for unavoidable absences in order to avoid a negative impact on your final grade. If you do miss a class, please first contact a classmate to go over the content you missed and based on the day's focus, contact me if you cannot make my next office hours and need to schedule a meeting. For a typical absence such as a cold or migraine, I do not need to be informed of the specific issue unless there is an emerging challenge that we need to address.

## Course Technology and Preparation Policy

My [guide](#) provides background on using Google Drive, reading and notetaking best practices, and class technology expectations. For this course:

- You are responsible for bringing the day's reading to class, either in its digital or print version. If you choose to use digital materials, you are expected to not use your device for non-class activities and will have browser windows, apps, etc. closed during class.
- You will use a notebook to class that includes both readings of assigned materials and class content.
- We often use technology for class activities and you will regularly bring a charged laptop or tablet to class.
- Your phone is off or in airplane mode during class. Please check in with me before class if there is a reason that an exception needs to be made for the day.
- Texting and phone apps should be turned off on your laptop or tablet when you are in class.
- You are responsible for meeting these expectations. Students who do not consistently and respectfully follow the course technology policy will have their participation grade negatively impacted and may be asked to put away and/or not use any technology in class.

# Class Dynamics

## Gender-Inclusive Language Guidelines

Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, our department encourages gender-inclusive and non-sexist language. This goal reaffirms Connecticut College's commitment to full participation by fostering an inclusive and welcoming environment where intellectual dialogue can flourish. Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive and non-sexist language acknowledges people of any gender (e.g. first-year student versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identities, and recognizes the difference between assigned sex and gender identity. I will ask students to share their pronouns and names at the beginning of the semester and all gender identities should be affirmed and respected by everyone in the course. If, at any point during this class, you would like me to use a different name or pronoun in addressing, please email me. (adapted from GSWS @ Pitt accessed 12/29/2017 with permission)

## Class Collective Expectations

As a class, after we introduce ourselves and review the syllabus, we develop a set of shared expectations we have for our collective work. We refer back to this document and refine it throughout the semester. This document communicates our investments in the course, our learning needs, and how we intend to most productively interact with each other.

## Content Warning and Class Climate

Our course readings and classroom discussions will often focus on mature, difficult, and challenging topics. As with any course in our department, course content is often political and personal. Readings, films, online content, exercises, and discussions may trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the class; some of us will have emotional responses to our peers' understanding of course content; all of us are responsible for creating a space that is both intellectually rigorous, respectful, and inclusive. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities, resources, and experiences position us in the classroom. As your professor, I am responsible for classroom management and the pedagogical approaches used during the semester that are based on my expertise.

If you are struggling with the course materials, here are some tips:

- Read the syllabus so you are prepared in advance.
- You can approach me at office hours or make an appointment if you would like more information about a topic or reading.
- If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed.
- If you need to leave or miss class, you are still responsible for the work you miss.
- If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center (adapted from the GSWS@Pitt 2017 website with permission).

## Classroom Recording

With the exception of those granted accommodations through the Office of Student Accessibility Services, students are prohibited from audio, video, or photographic recording during class periods or out-of-class meetings with the instructor without explicit permission from the instructor. Recordings approved in this manner may not be shared in any form without permission of the instructor. Violations of this policy shall be considered an Honor Code violation.

# Assignments

## Grading

Your final grade is based on your performance in class and course work.

Excellent	Good	Average	Below Average	Failing
A = 100-93	B+ = 89-87	C+ = 79-77	D = 69-60	F = 59 and below
A- = 92-90	B = 86-83	C = 76-73		
	B- = 82-80	C- = 72-70		

Assignment	Course Engagement	#MeToo Essay	Sex Worker Health Project	Sex/Work Case Study
Dates	Ongoing	Sept. 3-Oct. 7	Oct. 10-Oct. 31	Nov. 12-finals
%	25%	20%	25%	30%

### Course Engagement (25%)

This component includes engagement in and outside of the classroom including class discussions, group work, and online communication. Consistent, critically engaged participation is crucial for a successful and productive course. Class discussions are in relationship with the course readings and themes, and you must come to class having completed all assigned reading.

As this is a seminar course, you must come to class well prepared to: 1) ask questions; 2) provide commentary on reading; and 3) engage in active dialogue. As a member of this course, you respectfully engage all members of the classroom and talk only in your turn. Interruptions, hostile remarks, side-talk, or inappropriate non-verbal communication will not be tolerated. Use of electronics in class is solely for work related to our course.

As necessary, we will utilize in-class writing exercises based on course readings' themes. These exercises are designed to assess your completion and comprehension of the day's readings. I will assess your work on these exercises and track your performance throughout the semester. You will not be able to make up missed exercises.

*Further guidelines are provided during the semester for each of the following assignments.*

### #MeToo Essay (20%)

This essay builds upon our study of #MeToo and efforts to address sexual harassment. You identify a key issue that interests you to research in-depth for this essay.

### Sex Worker Health Project (25%)

Our career informed learning project explores programs that seek to address sex workers' health needs. Students work in teams to study interventions that address specific groups of sex workers. The class presents and discusses their findings to John Meade, Jr.

### Sex/Worker Case Study (30%)

You choose a specific type of labor to individually study through a sex/work lens. This case study involves researching historical and contemporary representations and realities of this work.

# Course Texts & Resources

## Course Texts

Hyperlinks connect to e-versions of texts. Please note that the *Dominatrix* e-book is a single-user license so only one student at a time can use it and it must be checked back in to circulate. Please contact Ashley Hanson (abpow@conncoll.edu) with questions about accessing e-books or article through our library. A copy of each print book is available on reserve at Shain library. Confirm the ISBN before ordering elsewhere. All other sources are available via syllabus links and/or as PDFs via our Google Drive folder. All assigned course texts must be brought to class as digital or print material.



Verso Books, editors. 2018. *Where Freedom Starts: Sex, Power, Violence #MeToo: A Verso Report*. New York: Verso Books. The text is available for free via the [Verso site](#). In order for you to print the relevant sections for class and reading, we also have access to a PDF version. Please do not share this PDF with people outside of this class per Verso's request.



Boris, Eileen and Rhacel Salazar Parreñas, editors. 2010. *Intimate Labors: Cultures, Technologies, and the Politics of Care*. Stanford, CA: Stanford University Press.



Lindemann, Danielle J. 2012. *Dominatrix: Gender, Eroticism, and Control in the Dungeon*. Chicago: University of Chicago Press. ISBN: 0226482588

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## Library Research Liaison

Our research and instruction librarian is Ashley Hanson, MLIS. She welcomes your research questions and is available to meet one-on-one to assist you with your developing projects. Ashley can be reached via e-mail at [ashley.hanson@conncoll.edu](mailto:ashley.hanson@conncoll.edu) and her campus phone is x2653.

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## Academic Resource Center

The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Its offices are located on the second floor of Shain Library. Please visit it or call 860-439-5294 for more information or to schedule an appointment.

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## Writing Center

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. To make an appointment, call 860-439-2173 or stop by the Writing Center at 214 Blaustein. If you're a confident, experienced writer the Center can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer it can also help you, by working on grammar or organization or whatever you need. Writing Center tutors are trained to help you to discover what you think through writing. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader, so that you can get useful feedback on that work before you have to turn it in for a final grade. For further information, visit the Writing Center web page at <http://write.conncoll.edu/>.

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## The Connecticut College Honor Code

Academic integrity is of the utmost importance in maintaining high standards of scholarship in our community. Academic dishonesty is a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, falsifying data, misrepresenting class attendance, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution. It is your responsibility to ask for assistance if you need clarification or support with any academic concerns, such as how to properly cite sources or prepare for course assignments.

# College Resources

## Office of Student Accessibility Services

Connecticut College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability and have been approved for academic accommodations, please present your Accommodation Memo privately during my office hours as early as possible in the semester. If you are not approved for accommodations, but have a disability requiring academic accommodations, or have questions about applying for accommodations, please contact Student Accessibility Services at 860-439-5428 or sas@conncoll.edu.

## Student Health Services

Student Health Services, located in the Warnshuis Student Health Center behind the library, is available to all full-time, matriculated students. Our purpose is to help students maintain optimal general health through the disciplines of physical and mental health, and health education around lifestyle choices. This is accomplished through a full-time staff and a variety of professional consultants in many disciplines. All professional services are delivered with attention to confidentiality. In the event of a serious illness or injury, parents or guardian will be notified at the discretion of the staff. You can schedule an appointment Monday through Friday by calling 860-439-2275. Information on Care When We Are Closed, Our Services, and Student Health Insurance may be found on Camelweb, in the Student Life Section, under Student Health Services.

## Student Counseling Services

The mission of the Student Counseling Services is to promote the emotional and psychological growth and well being of the students at Connecticut College. The Student Counseling Services' goal is to enhance each individual's ability to learn, to create and to be fully participating members of the College community by utilizing safe, culturally sensitive and inclusive approaches to mental health treatment. To carry out this mission, Student Counseling Services makes available to students a wide range of outpatient clinical services in a safe, non-judgmental atmosphere including:

- \* Evaluation
- \* Individual and group counseling
- \* Crisis intervention services
- \* Psycho-educational forum
- \* Outreach and consultation to the College community
- \* Psychopharmacological evaluation and medication management
- \* Referral to off-campus clinicians for specialized and/or intensive treatment

Connecticut College Student Counseling Services has been accredited by the International Accreditation of Counseling Services (IACS) since 2005. Appointments may be made by phone at (860) 439-4587 or via email at SCS@conncoll.edu.

## Title IX Statement

It is important for you to know that all faculty members are trained and required to report any incidents of gender-based discrimination, including discrimination based on gender identity, gender expression, and sexual orientation. This means that I cannot keep information confidential about sexual misconduct, intimate partner violence, stalking, or other forms of gender-based discrimination. Rachel Stewart, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Heidi can also help you access other resources on campus and in the local community. You can reach Rachel at 860-439-2219 or rstewart1@conncoll.edu, and her office is in Cro 222.

The student sexual misconduct, intimate partner violence, stalking, and non-discrimination policies are in the Student Handbook, which can be found on CamelWeb, in the "Documents/Policies" section, under the Student Life section. There you will find the policies, definitions, procedures, and resources. If you need to report an incident or have any questions about the policy, you can contact the Office of Institutional Equity and Inclusion at 860-439-2035 or Fanning 110.

## Sex/Work Course Schedule (updated regularly during the semester)

- Homework for day of class
- ★ In-class activities
- Assignment tasks

Tuesday, August 27	Thursday, August 29
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete <a href="#">student information questionnaire form</a></li> <li><input type="checkbox"/> Kindig, "Introduction," in <a href="#">Where Freedom Starts</a></li> <li><input type="checkbox"/> <a href="#">White, "Nicki Minaj Slut-Shames Sex Workers While She Literally Sells Sexual Performance..."</a></li> <li><input type="checkbox"/> Share a media representation that relates to sex/work on the <a href="#">shared Google Doc</a></li> </ul>
<ul style="list-style-type: none"> <li>★ 2:45-3:15 Introduction to content and resources w/ Rachel Stewart               <ul style="list-style-type: none"> <li>○ <a href="https://www.conncoll.edu/title-ix/">https://www.conncoll.edu/title-ix/</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to <a href="#">#MeToo Essay</a></li> </ul>

Tuesday, September 3	Thursday, September 5
<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Rubin, "Thinking Sex," 137-181</a></li> <li><input type="checkbox"/> <a href="#">Rubin, "Afterword," 182-189</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Watch <a href="#">Anita: Speaking Truth to Power</a>. Directed by Freida Lee Mock. 77 minutes.</li> </ul>
<ul style="list-style-type: none"> <li>★ We'll return to Thursday's work of Share a media representation that relates to sex/work on the <a href="#">shared Google Doc</a> (post your example if you haven't yet)</li> <li>★ Current U.S. obscenity laws - <a href="https://www.justice.gov/criminal-ceos/citizens-guide-us-federal-law-obscenity">https://www.justice.gov/criminal-ceos/citizens-guide-us-federal-law-obscenity</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> #MeToo Essay Library Research Session with Ashley Hanson (class will meet in Blaustein and walk to PC classroom in basement of Shain together)</li> </ul>
<ul style="list-style-type: none"> <li>➤ Review course syllabus and brainstorm essay topics</li> </ul>	

Tuesday, September 10	Thursday, September 12
<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Crenshaw, “Whose Story Is It, Anyway? Feminist and Antiracist Appropriations...” 826-844</a></li> <li><input type="checkbox"/> <a href="#">Hill, “Sexual Harassment: The Nature of the Beast,” 1445-1449</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Burke and Adetiba, “Tarana Burke Says #MeToo Should Center Marginalized Communities,” in <a href="#">Where Freedom Starts</a></li> <li><input type="checkbox"/> Reese and Coontz, “#MeToo is Powerful but Will Fail Unless We Do More,” in <a href="#">Where Freedom Starts</a></li> <li><input type="checkbox"/> <a href="#">Taking Account of Sexual Harassment</a></li> </ul>
	<ul style="list-style-type: none"> <li>★ Guest Discussion with Professor Lisa Wilson</li> <li>★ <a href="#">Read Title IX policy</a> - focus on section II and III (how are key terms defined) plus student policy</li> </ul>
➤ Research potential essay topic	➤ Continue research, draft topic proposal

Monday, September 16 @ 5:00 p.m.	Tuesday, September 17	Thursday, September 19
Essay Topic Proposal Due	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ladino with Thompson, “A Supervisor Can Get You Fired...” in <a href="#">Where Freedom Starts</a></li> <li><input type="checkbox"/> Watch <a href="#">Rape in the Fields</a>. Directed by Lowell Bergman. 57 minutes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Berlant, “The Predator and the Jokester,” in <a href="#">Where Freedom Starts</a></li> <li><input type="checkbox"/> Ward, “Bad Girls: On Being the Accused,” in <a href="#">Where Freedom Starts</a></li> <li><input type="checkbox"/> Pham, “Notes on a Rape Story,” in <a href="#">Where Freedom Starts</a></li> </ul>

	<ul style="list-style-type: none"> <li>★ <a href="#">Peer review of proposals</a></li> <li>○ <a href="#">Scholarly books</a></li> <li>○ <a href="#">Peer reviewed articles 1</a></li> <li>○ <a href="#">Peer reviewed articles 2</a></li> <li>○ <a href="#">Peer reviewed articles 3</a></li> </ul>	<ul style="list-style-type: none"> <li>★ Along with the reading discussion, some time in class will be provided for further work on your essay research and writing.</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Continue research</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue research, revise proposal based on feedback</li> </ul>

Tuesday, September 24	Thursday, September 26
<ul style="list-style-type: none"> <li><input type="checkbox"/> McGuire, "The Maid and Mr. Charlie" in <a href="#">Where Freedom Starts</a></li> <li><input type="checkbox"/> Alcázar, "Women Workers Make All Other Work Possible" in <a href="#">Where Freedom Starts</a></li> <li><input type="checkbox"/> Watch <a href="#">Rape on the Night Shift</a>. Directed by Lowell Bergman. 54 minutes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Franke, "What's Wrong with Sexual Harassment," 169-181</a></li> <li><input type="checkbox"/> <a href="#">Boris and Parreñas, "Introduction," in Intimate Labors</a></li> </ul>
	<ul style="list-style-type: none"> <li>★ Peer review of essay outlines (using same groups as proposal review)</li> </ul>
<ul style="list-style-type: none"> <li>➤ Continue research and draft your essay outline</li> </ul>	<ul style="list-style-type: none"> <li>➤ By 2:45 p.m. share your draft essay outline in work folder</li> </ul>

Tuesday, October 1	Thursday, October 3
Fall Break - No Class	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Hoang, "Economies of Emotion, Familiarity, Fantasy, and Desire..."</a></li> <li><input type="checkbox"/> <a href="#">Bernstein, "Bounded Authenticity and the Commerce of Sex" in Intimate Labors</a></li> </ul>
	<ul style="list-style-type: none"> <li>★ Peer review of draft essays</li> </ul>
<ul style="list-style-type: none"> <li>➤ Work on draft essay</li> </ul>	<ul style="list-style-type: none"> <li>➤ By 2:45 share your draft essay in work folder</li> </ul>

Monday, October 7 @ 5:00 p.m.	Tuesday, October 8	Thursday, October 10
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<p>➤ #MeToo Essay Due</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Lopez-Anuarbe and Kohli, “Understanding Male Caregivers’ Emotional, Financial...”</a></li> <li><input type="checkbox"/> <a href="#">Ward, “Gender Labor: Transmen, Femmes, and Collective Work of Transgression” in <i>Intimate Labors</i></a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Berg, “Porn Work, Feminist Critique, and the Market for Authenticity,” 669-692</a></li> <li><input type="checkbox"/> <a href="#">Parreñas, “Cultures of Flirtation: Sex and the Moral Boundaries of Filipina Migrant Hostesses in Tokyo” in <i>Intimate Labors</i></a></li> </ul>
	<p>★ Guest Discussion with Professor Mónica López-Anuarbe</p>	<p>★ 3:30-4:00 p.m. Career Informed Learning Discussion with Cheryl Banker</p>

<p><b>Monday, October 14 @ 4:30-6:00 p.m.</b> <b>Class Event</b></p>	<p><b>Tuesday, October 15</b></p>	<p><b>Thursday, October 17</b> <b>CLASS MEETS IN PC CLASSROOM</b> <b>SHAIN LIBRARY BASEMENT</b></p>
<p>Location: Oliva Hall, Cummings Elisa Giardina Papa, artist project “Artificial Intelligence and the Labor of Care” themes include invisible care work online.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Schechter and Romero, “FOSTA sex trafficking law becomes center of debate...”</a></li> <li><input type="checkbox"/> <a href="#">Suprihmba, “SESTA is yet another bill that will harm sex workers”</a></li> <li><input type="checkbox"/> <a href="#">Dennis, “This new law is getting sex workers killed”</a></li> <li><input type="checkbox"/> <a href="#">WHO, Prevention and Treatment of HIV in Sex Workers</a> (review full guidelines and policy brief)</li> <li><input type="checkbox"/> <a href="#">UNAIDS, Gap Report 2014</a> (download and read report)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work with group on initial research questions and begin exploring library resources</li> </ul>
	<p>★ Video Chat Introduction to Sex Workers Health Project with John Meade, Jr. - <b>bring charged laptops and headphones</b></p>	<p>★ Health Project Research Session with Ashley Hanson</p>

<p><b>Tuesday, October 22</b></p>	<p><b>Thursday, October 24</b></p>
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<input type="checkbox"/> <a href="#">Egan, “I’ll be Your Fantasy Girl, If You’ll be My Money Man”</a> <input type="checkbox"/> <a href="#">Brooks, “Hypersexualization and the Dark Body: Race and Inequality among Black and Latina Women in the Exotic Dance Industry”</a>	<input type="checkbox"/> <a href="#">Jones, “The Pleasure of Fetishization”</a> <input type="checkbox"/> <a href="#">Jones, Introduction to Camming: Money, Power, and Pleasure in the Sex Work Industry</a>
<input type="checkbox"/> Research check-in	<input type="checkbox"/> <a href="#">Guest Discussion with Professor Angela Jones</a>
➤ Work on annotated bibliography, bring questions to class	➤ Work on annotated bibliography

Monday, October 28 @ 5:00 p.m.	Tuesday, October 29	Thursday, October 31
➤ Draft Annotated Bibliography Due	<input type="checkbox"/> <a href="#">Almeling, “Selling Genes, Selling Gender: Egg Agencies, Sperm Banks, and the Medical Market in Genetic Material” in <i>Intimate Labors</i></a> <input type="checkbox"/> <a href="#">Briggs, “Foreign and Domestic: Adoption, Immigration, and Privatization” in <i>Intimate Labors</i></a>	<input type="checkbox"/> <a href="#">Zelizer, “Caring Everywhere” in <i>Intimate Labors</i></a> <input type="checkbox"/> <a href="#">Cobble, “More Intimate Unions” in <i>Intimate Labors</i></a>
	➤ Draft project summary ➤ Schedule conversation with Mr. Meade if your group hasn’t been in touch yet	➤ Review annotated bibliography and summary ➤ Books for consideration: <ul style="list-style-type: none"> <li>○ <a href="#">The Color of Kink</a></li> <li>○ <a href="#">Techniques of Pleasure</a> - accessible as an e-book</li> <li>○ <a href="#">Dominatrix</a> (planned book)</li> </ul>

Monday, November 4 @ 5:00 p.m.	Tuesday, November 5	Thursday, November 7
★ Share project annotated bibliography and summary with John Meade Jr. via email and in class work folder	★ Project discussion with John Meade, Jr.	<input type="checkbox"/> Class does not meet - All-College Symposium

Tuesday, November 12	Thursday, November 14
<ul style="list-style-type: none"> <li>★ 2:45-3:15 p.m. Career Informed Learning Discussion with Cheryl Banker</li> <li>★ 3:15-4:00 p.m. Sex/Work Case Study Introduction w/ Ashley &amp; Ariela</li> </ul>	<ul style="list-style-type: none"> <li>★ Research Workshop with Ashley Hanson - Meet in PC Classroom (basement of Shain Library)</li> </ul>

Tuesday, November 19	Thursday, November 21
<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Lindemann, "Appendix A: Methods," 187-193</a></li> <li><input type="checkbox"/> <a href="#">Lindemann, "Appendix B: Getting Collared: Pro-Dommes and the Law," 194-198</a></li> <li><input type="checkbox"/> <a href="#">Lindemann, "Appendix C: Historical Context," 199-200</a></li> <li><input type="checkbox"/> <a href="#">Lindemann, "Appendix D: Terminology," 201-203</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Lindemann, "Introduction," 1-23</a></li> </ul>
<ul style="list-style-type: none"> <li>➤ Continue research</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue research</li> </ul>

Tuesday, November 26	Thursday, November 28
<ul style="list-style-type: none"> <li><input type="checkbox"/> In-class Project Work Day</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No Class - Thanksgiving Break</li> </ul>

Tuesday, December 3	Thursday, December 5
<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Dominatrix</i> Group Chapter Facilitations - Prepare to share: <ul style="list-style-type: none"> <li><input type="checkbox"/> Key Takeaways from the chapter</li> <li><input type="checkbox"/> Connections to Class Larger Themes and Questions</li> </ul> </li> <li><input type="checkbox"/> <i>Dominatrix</i> <a href="#">Conclusion</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Please bring a charged laptop to complete the all-campus course evaluation</li> <li><input type="checkbox"/> Snacks and feminist circle discussion of project findings</li> </ul>

	<input type="checkbox"/> Gluten-free, vegan, cheese, and hot chip options have been requested
➤ By 2:45, group discussion questions e-mailed to Prof. Rotramel	➤ Throughout the week, please share and give feedback on draft summaries

<b>Thursday, December 12 at 9:00 a.m. to Monday, December 16 at 12:00 p.m.</b>
➤ Final Case Study Summary due in your work folder