

SEX WORK AND INTIMACY ANTHROPOLOGY 490 WINTER 2020

COURSE INFORMATION

INSTRUCTOR Yeon Jung (Sophie) Yu
TIMEM/W 1:00 pm - 2:20 pm
LOCATION
OFFICE HOURS M/W 11:30-12:30pm, 2:30-3:00pm (and by appt.)
CONTACT

COURSE DESCRIPTION

This course explores ethnographic and theoretical approaches to the sex trade. Readings will focus upon the latest, highly recognized ethnographic case studies from different parts of the world. We will explore the intersections of sex work, intimacy, and love in the increasingly globalized world while simultaneously exploring theoretical approaches informed by feminism, migration studies, public health, legal studies, and debates relating to capitalism, globalization, gender, and human trafficking. The main focus of this senior capstone course will be to train students in critical research and writing skills. The course will be run in the style of a seminar and a workshop. Students will contribute to the overall course by actively participating in all aspects of the class.

LEARNING OBJECTIVES

- To explore major topics and issues within the latest anthropological studies of sex work (SLO #1).
- To make connections between data, analysis, and theories related to sex work (SLO #2).
- To practice critical thinking and analytical skills through reading, discussions, and research (SLO #3).
- To improve critical research skills (SLO #2).
- To improve writing skills; this course is a Writing Proficiency Level 3 offering (SLO #3).

REQUIRED BOOKS

- William Jankowiak (ed.), *Intimacies: Between Love and Sex* (2008, Columbia Univ. Press)
- Cole and Thomas (eds.), *Love in Africa* (2009, Univ. of Chicago Press)
- Heidi Hoefinger, *Sex, Love and Money in Cambodia* (2013, Routledge)
- Sealing Cheng, *On the Move for Love* (2013, Univ. of Penn. Press)
- Eileen Tsang, *China's Commercial Sexscapes* (2019, Univ. of Toronto Press)
- Elizabeth Bernstein, *Temporarily Yours* (2007, Univ. of Chicago Press)
- Viviana Zelizer, *The Purchase of Intimacy* (2009, Princeton Univ. Press)
- Rhacel Salazar Parreñas, *Illicit Flirtations* (2011, Stanford Univ. Press)
- Ronald Weitzer, *Legalizing Prostitution* (2011, NYU Press)
- Kimberley Kay Hoang, *Dealing in Desire* (2015, Univ. of Calif. Press)

All required readings are available on Canvas course reserves.

You may be able to find all assigned books at a lower price online (e.g., Amazon.com).

COURSE INFORMATION

This is a writing intensive capstone senior course. The course is constructed as a seminar, not a lecture, in which discussions will largely be led by students based on reading and thinking critically about ideas encountered in readings and other required formats. We will have several brief workshops on academic writing skills. All students will have roles to play in facilitating discussions – come prepared. Important components of course materials will be derived from student work. There are no exams for this course.

Because this is a senior capstone course, your input is essential to the class.

I have built in a great deal of student participation. This is *your* class and *your* education! It is expected that:

- You will come to class punctually
- You are prepared for class, having completed assigned readings and homework
- You actively engage in all discussions and exercises
- You take responsibility for sharing ideas and information as well as actively listening
- You engage in the facilitation of discussions, as assigned

Warning. This is a senior seminar course with several writing workshops embedded throughout the quarter. Thus, if you are expecting a lecture class where instructors talk through a set of prepared talking points, this is NOT the right course for you. Furthermore, this is a writing intensive senior capstone class, and therefore requires senior level writing, exposition, and critical analysis. This is NOT the right course for you if you are unwilling to commit to the investment of time and effort required of a senior capstone class. Tantamount to a 490 class, remedial tutoring of basic writing skills, basic anthropology, or basic critical analysis in class or outside of the class is *not* to be expected of the instructor.

GRADING CRITERIA

In-Class Participation	20%
Research Paper	40%
- Proposal	5%
- Rough Draft	5%
- Final Draft	30%
Discussion Leadership (see below)	15%
Paper Presentation	15%
Final Reflection	10%

In-Class Participation (20%). Attendance is required, but simply “being there” is not sufficient. Every absence (excused and unexcused) will detract from your participation grade, as you cannot participate if you are not present. Come to class prepared with assignments read, notes taken, and comments ready.

Absences may be excused with a medical note or verification of an emergency. Attendance will be taken at the beginning of class. *A significant number of absences (more than two absences) will result in a lowered final grade for the course. For every class period missed, significant points will be deducted from your total class score. If you miss a class period in which you have facilitation or presentation responsibilities, your absence will result in 0 points for the designated assignment. Failure to attend end-of-quarter presentation sessions will lower your final grade by a full letter grade (e.g. a student who had a B+ according to point accumulation would receive a C+) because those presentations are part of the

learning experience and it is the opposite of collegial to dismiss your peers' academic efforts. Each day an assignment is late (including weekends) will result in a deduction of 10% of the total points.

Discussion Leadership (15%). Each of you will sign up to lead one class between Weeks 3 and 8. Leading class involves completing all of the readings ahead of time, allowing enough time for main questions to emerge, and leading the class through discussion. Assignment of this presentation will take place in the second week of class.

Research Paper (50%). During the quarter, you will write a research paper of 10-12 pages (12 font; Times New Roman; double-spaced; 1 inch margins). This is a multi-stage process: (1) a one-page research proposal; (2) a rough draft of 4-5 pages; (3) a 10-minute presentation (of your rough draft) to the class; and (4) a final draft.

Because we have a limited period of time, you will choose a topic among the assigned choices (we will discuss possibilities in class). You will mainly focus on the required readings while adding *at least* four more resources from suggested readings (the reading list will be provided later in class). In this advanced research/writing course, you are expected to spend most of your time on the actual research and writing rather than coming up with and narrowing down a topic. Possible citations (suggested reading list) will also be offered in order to make sure that you draw upon recognized (e.g., peer-reviewed) academic work in the field. The main focus of this course is to train your critical research skills: to be able to locate, read, and process a significant amount of academic work that targets your research topic, thereby enabling you to critically analyze and write a quality research paper during the quarter. You will need to follow the standard/AAA anthropology format for citations and bibliography (details offered on Canvas). This class is set up to let you experience a professional academic setting (e.g., graduate training) where peer review and collegial support are critical. Thus, it is equally important to critique peers' work and participate in your peers' presentations as delivering your own presentation.

Final Reflection (15%). Your essay should be one page in length (12-point font; Times New Roman; double-spaced; 1 inch margins). In this essay, you will discuss what you have learned through the course (for instance, the ways in which your perspective has been affected by the course materials, discussion leading, research presentation, and reading/writing during the quarter) as well as how it will be relevant and affect your future career and life.

All of your written work must be turned in on the course Canvas site. You must submit your work in either WORD or PDF formats.

All late submissions will be penalized (10% deduction per day); see Canvas for the due dates.

Grades will be based on the standard grading scale:

A .93, A- .90, B+ .87, B .83, B- .80, B- .80, C+ .77, C .73, C- .70 & so forth

I will check and reply to all emails in the order I receive them. I will try my best to reply to your emails within 48 hours during the week (I'll need a little extra time on the weekends). Please be patient. If you do not hear from me after three workdays, you may resend the message or check in with me.

WEEKLY SCHEDULE

The weekly schedule is laid out on the Canvas site. It is subject to change, as the speed of class can vary depending on the student body and unexpected events.

GENERAL INFORMATION

Announcements and class materials will be accessible through Western's Canvas site and university email. *Check both regularly.* The syllabus, readings or lecture schedule may be subject to change. Changes, if any, will be announced in class and uploaded on Canvas. Students will be held

responsible for staying apprised of any changes (this syllabus is subject to change).

Caution. The subjects we read about and discuss can be upsetting – they can even be potentially traumatizing for some students. *Please* consider if the subject may be overly disturbing or inappropriate for you at the start of the quarter. Only you can assess your situation.

Academic Integrity. Do your own work, and when you use someone else's idea, concept, or text, give them credit. That said, WWU's Integrity Website www.wvu.edu/integrity provides a wealth of information, including why integrity is important, how to promote it, examples of academic dishonesty, and how to avoid them (particularly plagiarism). It also includes WWU's policy and procedures on academic honesty (appendix D of the WWU Catalog). If you have questions, ask me. We are all here to learn and grow.

Accommodations. To request disability accommodation or assistance related to required course procedures, please contact the disAbility Resources for Students, <http://www.wvu.edu/depts/drs/>. I am extremely willing to do what is necessary to provide an exceptional learning environment.

Diversity. This course encourages different perspectives regarding a variety of social factors, including but not limited to: gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Classroom Climate. I am committed to establishing and maintaining a classroom climate that is both inclusive and respectful for all students. Learning includes being able to voice a variety of perspectives, and classroom discussion is encouraged. While students' expressed ideas may vary and/or be opposed to one another, it is important for all of us to listen and engage respectfully with each other. I am also committed to a classroom and campus environment free of discrimination of all kinds. If you feel that the classroom climate does not reflect my commitment as expressed above, I would encourage you to contact me so that we can discuss this.

Lastly, if you have experienced any harassment or discriminatory behavior, including sexual harassment or sexual violence, I can provide you with information about support resources and reporting options, including those that are confidential (please note that I am not a confidential reporting source). Like other employees at the university (except counselors and medical staff), I am obligated to report instances of sexual harassment and sexual violence to the university's Title IX Coordinator as part of our university's commitment to preventing and eliminating this behavior. Confidential support for students who are affected by violence and abuse and/or sexual assault is available from:

Campus: Consultation and Sexual Assault Support Services (CASAS): <http://wp.wvu.edu/sexualviolence/resources-for-students/confidential-counseling-and--support/>

Whatcom County: Domestic Violence and Sexual Assault Services of Whatcom County (DVSAS): www.dvsas.org