

Term Information

Effective Term Spring 2026
Previous Value Autumn 2023

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

WGSS is seeking the MMI GE Theme to be fulfillable by WGSST 4404 - Regulating Bodies: Global Sexual Economies

What is the rationale for the proposed change(s)?

4404 was originally a part of the packet of courses approved by the MMI subcommittee back in 2022. The course is also especially suited to discuss issues related to the MMI Goals & ELOs, as well as the generic GE ELOs.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

WGSS will be able to offer more GE courses to our student population on the Columbus campus. 4404 is not a core course, but can be fulfilled by students hoping to fulfill the MMI Theme option or to receive their 4000-level credit requirement as a part of both the major and minor programs offered by the Department.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4404
Course Title	Regulating Bodies: Global Sexual Economies
Transcript Abbreviation	Global Sexual Prac
Course Description	Regulation of women's bodies and sexual practices in national and international contexts. Topics include: state regulation of reproduction, population control, and migration of sexualized labor.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Previous Value

Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: 1110, 3 credit hours in WGSSt courses, or permission of instructor.

Exclusions

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

05.0207

Subsidy Level

Baccalaureate Course

Intended Rank

Senior

Requirement/Elective Designation

Migration, Mobility, and Immobility

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Develop analytical skills through close readings, class discussions, and essays requiring synthesis of course materials

Content Topic List

- The Regulation of Reproduction
- Population Control
- Sexualized Labor

Sought Concurrence

No

COURSE CHANGE REQUEST
4404 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/10/2025

Attachments

- Correspondance about 4404 & MMI.pdf: Emails from 2024 about 4404 & MMI
(Other Supporting Documentation. Owner: Alkhalifa, Ali M)
- Correspondance from 2022_MMI GE Revisions for 4404_AA.12.11.24.docx: Correspondance from 2022 about 4404 and MMI
(Other Supporting Documentation. Owner: Alkhalifa, Ali M)
- MMI Theme Course Submission_Suchland.AA.12.11.24.docx: GE Theme course submission document
(GEC Model Curriculum Compliance Stmt. Owner: Alkhalifa, Ali M)
- WGSST 4404_Global Sexual Economies GE Syllabus.AA.12.11.24.docx: Syllabus for WGSST 4404
(Syllabus. Owner: Alkhalifa, Ali M)
- Cover Letter_WGSST 4404_AA.12.11.24.docx: Cover letter for MMI GE request
(Cover Letter. Owner: Alkhalifa, Ali M)
- WGSST 4404_Global Sexual Economies GE Syllabus.AA.02.06.25.docx: Revised Syllabus
(Syllabus. Owner: Alkhalifa, Ali Mufeed)

Comments

- I believe WGSS has addressed the contingency by incorporating GE rationale throughout the entire syllabus. Additions are made on pages 10, 11, 15, 17, & 18 where the GE is explicitly elaborated in the Major Assignments & Course Schedule sections. Thank you! *(by Alkhalifa, Ali Mufeed on 02/07/2025 10:23 AM)*
- Please see Subcommittee feedback email sent 02/03/2025. *(by Hilty, Michael on 02/03/2025 04:17 PM)*
- Oops advanced by mistake *(by Vankeerbergen, Bernadette Chantal on 01/07/2025 02:09 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa, Ali Mufeed	12/11/2024 12:17 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	12/11/2024 12:32 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/07/2025 02:06 PM	College Approval
Approved	Vankeerbergen, Bernadette Chantal	01/07/2025 02:09 PM	ASCCAO Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/07/2025 02:09 PM	ASC Approval
Submitted	Alkhalifa, Ali Mufeed	01/07/2025 04:29 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	01/07/2025 04:52 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/22/2025 03:30 AM	College Approval
Revision Requested	Hilty, Michael	02/03/2025 04:17 PM	ASCCAO Approval
Submitted	Alkhalifa, Ali Mufeed	02/07/2025 10:23 AM	Submitted for Approval
Approved	Sreenivas, Mytheli	02/09/2025 12:42 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/10/2025 09:35 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/10/2025 09:35 AM	ASCCAO Approval

SYLLABUS

WGSST 4404 | Global Sexual Economies

Spring 2026 | 3 credit hours

Tuesday/Thursday [In-Person] 11:10 AM – 12:30 PM | Room

COURSE OVERVIEW

Instructor

Instructor: Dr. Jennifer Suchland (she/her/hers)

Email address: suchland.15@osu.edu

Office hours: Wednesday/Friday 1:00 PM – 2:00 PM and by appointment (via zoom)

COURSE DESCRIPTION

This course is an advanced study in gender and sexuality focused sexual economies. Sexual economies are forms of labor that are sexualized by historical and social norms about difference, including gender, sexuality, colonialism, nationality, race, and ethnicity. None of these social categories operates in isolation – for example, gender is racialized and race and sexuality intersect in the operations of colonial relations. In this class, we focus on two specific sexual economies: erotic/sex work and domestic care work. Both areas of labor have roots in colonialism and racial slavery which in turn continue to inform and produce social hierarchies and the conditions of labor today. As such, erotic/sex work and domestic care work have always been global. Across our learning and critical thinking about global sexual economies, we will focus on the conditions and consequences of mobility and immobility, including questions of migration, incarceration, and socio-economic containment. The class is rooted in a multi-disciplinary knowledge of feminist political economy. From that basis, we will explore erotic/sexual labor and domestic care work from scholarly, cultural, and activist perspectives. The complexity of human experiences within the context of the Migrations, Mobility and Immobility General Education Theme will be addressed through the lens of social difference and hierarchy, including gender, sexuality, race, nationality, and/or ethnicity in this assignment. Students will have the opportunity to demonstrate a range of ways of knowing through class discussions and different assignments.

WGSS Course Learning Outcomes

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

- Explain major interventions (key concepts, theories, methods) in feminist political economy from different disciplinary and historical perspectives.
- Interrogate a variety of dominant narratives especially as relating to sex, gender, sexuality, race, ethnicity, nation, class, etc. Identify variances within and across cultures and contexts as they have developed across time and spaces.
- Detect dominant narratives and analyze the role of power in upholding core cultural assumptions. Map dominant narratives to their historical, cultural, political, scientific, religious, aesthetic origins. Evaluate the connections between core cultural assumptions and various forms of injustice.
- Evaluate counter-narratives that challenge dominant assumptions.
- Articulate how categories of social difference, including, but not limited to, gender and sexuality, are created and upheld by differentials of power. Analyze how categories of social difference have been reclaimed for the purposes of empowerment and social justice.
- Pursue interdisciplinary inquiries about gender and sexuality in a national and global context. Locate the U.S. within a global context and map how local and global acts are mutually implicated. Formulate responses grounded in a feminist critique of the local and the global.
- Enact everyday practices with awareness of local/global interconnections. Recognize the local and global in everyday practices and evaluate the impact of the local and global on everyday practices.

GE Theme Goals

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

ELO 1.1 Engage in critical and logical thinking

- (1) Students will build upon knowledge and strategies gained in GE foundations “Race, Ethnicity, and Gender Diversity” and “Historical and Cultural Studies.”
- (2) The readings require students to think critically about the gendered, racial, and/or economic dynamics that contribute to the conditions of sexual economies.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

- (1) The *materials for the course are advanced* and cover different methods and genres. Students will be able to delineate complex arguments from different disciplinary approaches and interpret cultural productions and activist agendas regarding sexual economies.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

The **Key Terms and Essay Quiz** (week 5) and **Critical Reflection Papers** (week 9 and 13) also require students to describe, compare, apply, and synthesize concepts and theories as well as evaluate scholarly, cultural, and advocacy representations of sexual economies (**ELO 2.1**)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

- (1) The **Zine Project** (week 14/15) asks students to creatively reflect on experiences of mobility and/or immobility in either domestic care work or erotic/sex labor in a specific historical and geographic context. This is a small group project and thus requires self-reflection and assessment of knowledge as well as considerations of what knowledge should be made public through the zine project.

Theme Goals for Migration, Mobility, and Immobility

GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

ELO 1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.

- (1) Through readings and assignments students will explore and analyze the role and impact of gender, sexuality, colonialism, race, and/or ethnicity in key economic dynamics that fuel

and regulate global sexual economies. The varied conditions of mobility, migration and immobility are central focal points throughout the semester.

ELO 1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.

- (1) The complexity of human experiences with MMI will be addressed through the lens of social difference and hierarchy, including gender, sexuality, race, nationality, and/or ethnicity

GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

ELO 2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.

- (1) The conditions of mobility and immobility of workers in sexual economies (domestic care work and erotic/sex work) shape and are shaped by norms about gender, sexuality, nationality, race, and/or ethnicity. These norms in turn influence state policies and social values (such as the regulation of migration flows, the criminalization of poverty, the devaluing of feminized and/or racialized labor, or the (in)visibility of human rights). These ideas will be discussed in class and in assignments.

ELO 2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

- (1) Students will be able to describe how scholars, filmmakers, and activists perceive and represent conditions of mobility and/or immobility for workers in sexual economies.
- (2) Students will describe and analyze how ideas and norms about gender, sexuality, nationality, race, and/or ethnicity influence representations of domestic care workers and erotic/sex laborers and the impact those representations have on human and worker rights.

HOW THIS IN-PERSON COURSE WORKS

Mode of delivery: This course is 100% in person. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and discussions in class, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: I expect students to participate thoughtfully and consistently in our shared learning environment. This is a discussion-based class with an emphasis on collective learning. As an upper-level course, I ask that you take an active role in learning – I do not give regular lectures, for example. Therefore, I ask that you come to class having read the materials assigned, with materials and your notes in hand, and ready to discuss them. Participation will be evaluated based on active participation in class and group discussions (e.g., asking questions, deep listening, offering thoughtful comments).

Course materials and technologies

All readings are available on our Carmen course website. There are no book purchases required.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- Self-Service and Chat support: ocio.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: servicedesk@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you can connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

LAND ACKNOWLEDGEMENT

I would like to acknowledge that The Ohio State University occupies the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. The university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribal nations through the Indian Removal Act of 1830. I want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

I recognize that a land acknowledgment is a provisional and limited action towards greater awareness of and justice for Indigenous peoples. As diverse members of the OSU community, we inherit and benefit from the land grant system that seized land for "public" use. The university continues to benefit from this system. For information about the land grant system and its impact today, see the [Land-Grab Universities](#) project. At OSU we [uplift the call by many Indigenous peoples](#) and allies for land grant universities to increase funding and support of Indigenous students, faculty, and staff, including robustly funding American Indian and Indigenous Studies, and ensuring abundant services and resources for Native students. More information on OSU's land acknowledgement can be found [here](#)

ACCESSIBILITY ACCOMODATIONS

We all learn and process information in different ways and I would like to make this course as accessible as possible. If there is something I can do to facilitate your learning in this class, please communicate this to me in advance. I will do my best to address your needs. The University also has services to facilitate learning accessibility. If you anticipate or experience academic barriers based on a disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options. To establish formal "reasonable accommodations" you may need to register with Student Life Disability Services. After registration, make arrangements with me to discuss your accommodations so that they may be implemented in a

timely fashion. **SLDS contact information:** slds@osu.edu; [614-292-3307](tel:614-292-3307); slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

GRADING AND FACULTY RESPONSE

Contact Preference

Email is the best way to get in contact with me. I will reply to e-mails within **24 hours on school days**. Please use proper address when composing emails (i.e., Dear Professor Suchland or Hi Prof. Suchland).

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance and Engaged Classroom Participation <ul style="list-style-type: none"> This includes one discussion starter: prepare key terms and argument visualization from a reading (sign-up sheet). This includes one class note-taking posted to Carmen by 11:59 pm the same day of class. 	20 points
Key Terms and Essay Quiz	25 points
Critical Reflection Paper	2 x 20 points = 40 points
Zine Project	15 points
	Total = 100 points

See course schedule below for due dates.

Grading Scale

100-95%: A	79-76%: C+
94-90%: A-	75-73%: C
89-86%: B+	72-70%: C-
85-83%: B	69-66%: D+
82-80%: B-	65-60%: D
	59.9-0%: E

Late assignments

Some late assignments will be allowed w/out penalty but should be agreed upon in advance with the instructor. Up to one week is allowed for late submissions with a 2pt/day deduction if not excused.

Descriptions of Major Course Assignments

Participation (20 points)

Your **participation** grade is based on your presence and active/verbal engagement with the class. These assignments are in addition to readings and will help our exploration and discussion.

To receive an A Grade: actively, thoughtfully, and consistently engage class discussion and illustrate completion of reading assignments.

To receive a B grade: less regular engagement but illustrates completion of reading assignments.

To receive a C grade: occasional participation with minimal reflection on reading assignments.

Everyone is allowed one unexcused absence. All other absences need to be appropriately documented. While I understand that many life circumstances can impede attendance, it is important to stay in communication with me about absences, possible accommodations, and potential impacts on grades. There are 2 point deductions for each class missed for unexcused absences.

Your participation in this class also requires that you provide one “discussion starter” and take notes for one class. There are sign-up sheets for both. For the discussion starter you will identify key terms from the reading (along with select page numbers/key quotes). This information should be posted to our class module by 10 am. Arrive to class on the early side to draw your visualization on the board. Examples will be given on the first day of classes. You also will take notes for one class and upload them to Carmen by the end of the day (11:59 pm).

Key Terms and Essay Quiz (25 points)

This is a take-home quiz consisting of key terms, short essays, and one research essay. The key terms will consist of those discussed across class discussions. The short essays will ask that you think across the readings in a discrete but syncretic way. In addition, the longer essay will require you to do a little research. Building off your knowledge of feminist political economy, you will research a commodity you often use for its placement within global supply changes and the international division of labor. Full details are provided on our Carmen site.

Regarding the GE: Critical thinking will occur in small and large assignments. A small assignment includes a requirement to present key terms from a reading and visualize the authors' argument. A large assignment includes a **Key Terms and Essay Quiz. (ELO 1.1)** The quiz focuses on key terms and theories in feminist political economy from humanistic and social science approaches. Students will need to identify, describe, and synthesize different arguments about (among other things) how gender, sexuality, race, ethnicity, nationality, and/or colonialism inform economic dynamics such as the global division of labor, access to economic and physical mobility, states of immobility (such as forced labor and incarceration), and the reproduction of socio-economic hierarchies.

The *essay portion* of the **Key Terms and Essay Quiz** (week five) includes a research essay on "*Global Supply Chains and Me*" in which students research a commodity they use trace its placement within global supply chains and the international division of labor. Along with that, students will apply key terms and theories explored in the feminist political economy readings to better understand the role of gender, sexuality, nationality, colonialism, race and/or ethnicity in the circulation of labor and commodities (**ELO 2.2**).

Critical Reflection Paper (2 x 20 = 40 points)

You will be provided a prompt for each paper (1,200 – 1,600 words). You can expect to critically reflect on the two main sexual economies discussed in this class: erotic/sex work and domestic care work. For each paper, some of the main questions and concerns that are relevant include: how social and economic dynamics contribute to this labor sector; what roles do gender, sexuality, nationality, colonialism, race, and/or ethnicity play in those dynamics; what are the conditions (i.e., social, economic, historical, communal, individual, political) of mobility and immobility that influence workers' experiences and their human rights; what variations in experiences exist within these economies and how does

what we know about erotic/sex work and domestic care work change when looking at different sources of knowledge (scholarly, cultural, first-person, and activist)?

Regarding the GE: Students engage in a sustained scholarly exploration of two different sexual economies: domestic care work and erotic/sex labor. Students utilize critical thinking to deepen this exploration in two paper assignments. The **Critical Reflection Papers** ask for a rigorous engagement with scholarly materials and an evaluation of different accounts and understandings of sexual labor (**ELO 1.2**).

In these **Critical Reflection Papers**, students will be prompted to describe and analyze how ideas and norms about gender, sexuality, nationality, race, and/or ethnicity influence representations of domestic care workers and erotic/sex laborers and the impact those representations have on human and worker rights (**ELO 2.2**).

Zine Project (15 points)

A zine is an easy and creative format for conveying ideas and spreading information. Most of the assignments in the class are internally focused. The zine project asks you to be externally focused. What have you learned about feminist analyses of labor, inequality, and sexual economies this semester? What do you think is important to share and why? What voices and experiences should reach public consciousness and how do you/we relate to those voices? Students will work in groups of 2-3 to conceptualize and execute a zine. On the last day of class, we will have a zine exhibition. Fuller details are provided on our Carmen site.

Regarding the GE: The **Zine Project** (week 14/15) asks students to creatively reflect on experiences of mobility and/or immobility in either domestic care work or erotic/sex labor in a specific historical and geographic context. This is a small group project and thus requires self-reflection and assessment of knowledge as well as considerations of what knowledge should be made public through the zine project (**ELO 2.2**).

Students will be able to describe how scholars, filmmakers, and activists perceive and represent conditions of mobility and/or immobility for workers in sexual economies. Then, they should be able to apply what they have learned when creating their **Zine Project** (**ELO 2.2**).

Other Course Information

Trigger warning

Some content in this course involves content that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safer space for each other. Failure to show respect to each other may result in dismissal from the class.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as

possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the

first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all

members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbcs.osu.edu/>)

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COURSE SCHEDULE

* I am responsive to you and the unknowns of the semester. As such, this plan is not final. Please see our Modules on Carmen for the most updated schedule

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Tuesday	<ul style="list-style-type: none"> • Introductions to the class and each other • What is political economy? What is feminist political economy? What are sexual economies? What are the conditions of mobility and immobility?
<p>Introduction to key concepts, theories, and methods in feminist political economy</p> <p>(1) Through readings and assignments students will explore and analyze the role and impact of gender, sexuality, colonialism, race, and/or ethnicity in key economic dynamics that fuel and regulate global sexual economies. The varied conditions of mobility, migration and immobility are central focal points throughout the semester (ELO 1.1).</p>		

	Thursday	<ul style="list-style-type: none"> • V. Spike Peterson, “The productive economy,” in <i>A Critical Rewriting of Global Political Economy</i> (2003), London: Routledge.
2	Tuesday	<ul style="list-style-type: none"> • V. Spike Peterson, “The reproductive economy,” in <i>A Critical Rewriting of Global Political Economy</i> (2003), London: Routledge.
	Thursday	<ul style="list-style-type: none"> • Jennifer Morgan, “‘The Breedings Shall Go with Their Mothers’: Gender and Evolving Practices of Slaveownership in the English American Colonies,” in <i>Labouring Women: Reproduction and Gender in New World Slavery</i>, (2004), Philadelphia: University of Pennsylvania Press. • Angela Davis, “Reflection on Black Women’s Role in the Community of Slaves,” (1981).
3	Tuesday	<ul style="list-style-type: none"> • Jennifer Morgan, “‘Women’s Sweat’: Gender and Agricultural Labor in the Atlantic World,” in <i>Labouring Women: Reproduction and Gender in New World Slavery</i>, (2004), Philadelphia: University of Pennsylvania Press. • Maria Mies, “Colonization and Housewifization,” in <i>Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour</i>, 2014 [1986], New York: Zed Books.
	Thursday	<ul style="list-style-type: none"> • Claudia Jones, “An End to the Neglect of Negro Women,” (1949) • Jacqueline Jones, “‘To Get Out of This Land of Sufring’: Black Women Migrants to the North, 1900-1930,” in <i>Labor of Love, Labor of Sorrow: Black Women, Work, and the Family from Slavery to the Present</i>, (2010), New York: Basic Books.
4	Tuesday	<ul style="list-style-type: none"> • Anna Agathangelou, “Sex and Domestic Work in the Periphery: Fenced-Off Economies of Desire,” in <i>The Global Political Economy of Sex: Desire, Violence, and Insecurity in Mediterranean Nation States</i>, (2004), London: Palgrave. • Rhacel Salazar Parreñas, “The Global Migration of Filipino Domestic Workers,” in <i>Servants of Globalization: Migration and Domestic Work</i>, (2015), Stanford: Stanford University Press.
	Thursday	<ul style="list-style-type: none"> • M. Jacqui Alexander, “Imperial Desire/Sexual Utopias: White Gay Capital and Transnational Tourism,” in <i>Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, and the Sacred</i>, (2005), Durham, NC: Duke University Press.
5	Tuesday	<ul style="list-style-type: none"> • Review and Discussion

	Thursday	<ul style="list-style-type: none"> • Key Terms and Essay Quiz [on Carmen – due Friday by 11:59pm)
<h2>Erotic and Sexual Labor: migration, mobility, and immobility</h2> <p>The class focuses on global sexual economies to learn about diverse experiences of migration, mobility, and immobility in the context of domestic care work and erotic/sex work. Within each of these labor sectors are myriad experiences of mobility and immobility. These experiences will be related to their impact on the workers and their communities, on social (im)mobility, and human rights (ELO 1.2).</p>		
6	Tuesday	<ul style="list-style-type: none"> • <i>Normal</i> (2012), directed by Nicola Mai • Nicola Mai, et al., 2021. “Migration, sex work and trafficking: the racialized bordering politics of sexual humanitarianism,” <i>Ethnic and Racial Studies</i>, 44: 1607-1628.
	Thursday	<ul style="list-style-type: none"> • Alexia Bloch, “Magnificent Centuries and Economies of Desire,” in <i>Sex, Love, and Migration: Postsocialism, Modernity, and Intimacy from Istanbul to the Arctic</i>, (2017), Ithaca, NY: Cornell University Press. • Jennifer Suchland, “The Natasha Trade and the Post-Cold War Reframing of Precarity,” in <i>Economies of Violence: Transnational Feminism, Postsocialism, and the Politics of Sex Trafficking</i>, (2015), Durham, NC: Duke University Press.
7	Tuesday	<ul style="list-style-type: none"> • Alexia Bloch, “Gender, Labor, and Emotion in a Global Economy,” in <i>Sex, Love, and Migration: Postsocialism, Modernity, and Intimacy from Istanbul to the Arctic</i>, (2017), Ithaca, NY: Cornell University Press.
	Thursday	<ul style="list-style-type: none"> • Elena Shih. 2021. “The Trafficking Deportation Pipeline: Asian Body Work and the Auxiliary Policing of Racialized Poverty,” <i>Feminist Formations</i> 331(1):56-73. • Red Canary Song, grassroots collective of Asian and Migrant Sex Workers and Allies – selection of materials
8	Tuesday	<ul style="list-style-type: none"> • Claudia Cojocar. 2015. “My Experience is Mine to Tell: Challenging the abolitionist victimhood framework,” <i>Anti-trafficking Review</i> 7:12-36. • Voices from the margins: sex workers, domestic workers, and migrant workers (selections) from OpenDemocracy project

	Thursday	<ul style="list-style-type: none"> • Bandana Pattanaik, July 2021, “Voices and Participation of Victims, Survivors and Workers: Reflections on World Day Against Trafficking in Persons,” Global Alliance Against Traffic in Women • Jennifer Musto et. al., 2021. "Anti-Trafficking in the Time of FOSTA/SESTA: Networked Moral Gentrification and Sexual Humanitarian Creep," <i>Social Sciences</i> 10(2): 58-76. • SB, “Sex Work is Work: And it Needs a Safe Workplace,” (2017) graphics essay
9	Tuesday	<ul style="list-style-type: none"> • Discuss Critical Reflection Paper Assignment
	Thursday	<ul style="list-style-type: none"> • No in-person class; work on papers • Papers due Friday by 11:59 pm
<h3>Domestic Care Work: migration, mobility, and immobility</h3> <p>The conditions of mobility and immobility of workers in sexual economies (domestic care work and erotic/sex work) shape and are shaped by norms about gender, sexuality, nationality, race, and/or ethnicity. These norms in turn influence state policies and social values (such as the regulation of migration flows, the criminalization of poverty, the devaluing of feminized and/or racialized labor, or the (in)visibility of human rights). These ideas will be discussed in class and in assignments (ELO 2.1).</p>		
10	Tuesday	<ul style="list-style-type: none"> • <i>Overseas</i> (2019), directed by Sung-A Yoon
	Thursday	<ul style="list-style-type: none"> • Rhacel Salazar Parreñas, “The international Division of Reproductive Labor,” in <i>Servants of Globalization: Migration and Domestic Work</i>, (2015), Stanford: Stanford University Press. • Rhacel Salazar Parreñas, “The Transnational Family,” in <i>Servants of Globalization: Migration and Domestic Work</i>, (2015), Stanford: Stanford University Press.
11	Tuesday	<ul style="list-style-type: none"> • Alexia Bloch, “‘We are like slaves—Who Needs Capitalism: Intimate Economies and Marginal, Mobile Households,’” in <i>Sex, Love, and Migration: Postsocialism, Modernity, and Intimacy from Istanbul to the Arctic</i>, (2017), Ithaca, NY: Cornell University Press. • Alexia Bloch, “‘Other Mothers,’ Grandmothers, and the State,” <i>Sex, Love, and Migration: Postsocialism, Modernity, and</i>

		<i>Intimacy from Istanbul to the Arctic</i> , (2017), Ithaca, NY: Cornell University Press.
	Thursday	<ul style="list-style-type: none"> • Aihwa Ong, “A Bio-Cartography: Maids, Neoslavery, and NGOs,” in Seyla Benhabib and Judith Resnik (eds), <i>Migrations and Mobilities: Citizenship, Borders, and Gender</i>, 2009, New York, NYU Press. • National Domestic Workers Alliance, select materials
12	Tuesday	<ul style="list-style-type: none"> • Carrie Freshour, “ ‘Ain’t No Life for A Mother!’: Racial Capitalism and the Crisis of Social Reproduction,” <i>Society & Space</i>, online, 2017. • Latin@ Stories Episode 165 Justice for Migrant Women
	Thursday	<ul style="list-style-type: none"> • Abi Daré. <i>The Girl with the Louding Voice: A Novel</i> (2021)
13	Tuesday	<ul style="list-style-type: none"> • Abi Daré. <i>The Girl with the Louding Voice: A Novel</i> (2021)
	Thursday	<ul style="list-style-type: none"> • Discussion and Critical Reflection Paper Assignment
14	Tuesday	<ul style="list-style-type: none"> • No in-person class; work on papers • Papers due Friday by 11:59 pm
	Thursday	<ul style="list-style-type: none"> • Zine project discussion
15	Tuesday	<ul style="list-style-type: none"> • No in-person, work on zines
	Thursday	<ul style="list-style-type: none"> • Zine Exhibition • Course Evaluations

GE Theme course submission documents

Overview

Each category of the General Education (GE) has specific learning goals and Expected Learning outcomes that connect to the big picture goals of the program. Expected Learning Outcomes (ELOs) describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course.

The prompts below provide the goals of the GE Themes and seek information about which activities (discussions, readings, lectures, assignments) provide opportunities for students to achieve the ELO's associated with that goal. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form.

Goals and ELOs shared by *a//*Themes

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

WGSS 4404 Global Sexual Economies

ELO 1.1 Engage in critical and logical thinking.	Students will engage in critical and logical thinking: <ol style="list-style-type: none">(1) The readings require students to think critically about the gendered, racial, and/or economic dynamics that contribute to the conditions of sexual economies.(2) Critical thinking will occur in small and large assignments. A small assignment includes a requirement to present key
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	<p>terms from a reading and visualize the authors' argument. A large assignment includes a Key Terms and Essay Quiz.</p> <p>(3) Students will build upon knowledge and strategies gained in GE foundations "Race, Ethnicity, and Gender Diversity" and "Historical and Cultural Studies."</p>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.</p>	<p>Students will explore the topic of global sexual economies in depth:</p> <p>(1) The <i>materials for the course are advanced</i> and cover different methods and genres. They require students to delineate complex arguments from different disciplinary approaches and interpret cultural productions and activist agendas regarding sexual economies.</p> <p>(2) A Key Terms and Essay Quiz (week five) requires students to illustrate an in-depth understanding of different feminist analyses of sexual economies through a variety of perspectives.</p> <p>(3) Students engage in a sustained scholarly exploration of two different sexual economies: domestic care work and erotic/sex labor. Students utilize critical thinking to deepen this exploration in two paper assignments (week 9 and week 13). The Critical Reflection Papers ask for a rigorous engagement with scholarly materials and an evaluation of different accounts and understandings of sexual labor.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>The assignments for the class involve advanced critical and logical thinking. The Key Terms and Essay Quiz (week 5) and Critical Reflection Papers (week 9 and 13) require students to describe, compare, apply, and synthesize concepts and theories as well as evaluate scholarly, cultural, and advocacy representations of sexual economies.</p> <p>The quiz focuses on key terms and theories in feminist political economy from humanistic and social science approaches. Students will need to identify, describe, and synthesize different arguments about (among other things) how gender, sexuality, race, ethnicity, nationality, and/or colonialism inform economic dynamics such as the global division of labor, access to economic and physical mobility, states of immobility (such as forced labor and incarceration), and the reproduction of socio-economic hierarchies.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>The <i>essay portion</i> of the Key Terms and Essay Quiz (week five) includes a research essay on "<i>Global Supply Chains and Me</i>" in which students research a commodity they use trace its placement within global supply chains and the international division of labor. Along with that, students will apply key terms and theories explored in the feminist political economy readings to better understand the role of gender, sexuality, nationality, colonialism, race and/or ethnicity in the circulation of labor and commodities.</p>

	<p>The Zine Project (week 14/15) asks students to creatively reflect on experiences of mobility and/or immobility in either domestic care work or erotic/sex labor in a specific historical and geographic context. This is a small group project and thus requires self-reflection and assessment of knowledge as well as considerations of what knowledge should be made public through the zine project. As an exhibition, the zines will reflect diverse experiences in sexual economies that demonstrate the central role/impact of gender, sexuality, colonialism, race and/or ethnicity in creating the conditions of mobility and/or immobility. The assignment also asks student to think about the actions, policies, and perspectives that can benefit the lives of workers and educate the public.</p>
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GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

For each ELO, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs. Examples from successful courses are shared below.

WGSS 4404 Global Sexual Economies

<p>ELO 1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p>	<p>Through readings and assignments students will explore and analyze the role and impact of gender, sexuality, nationality, colonialism, race, and/or ethnicity in key economic dynamics that fuel and regulate global sexual economies. The varied conditions of mobility, migration and immobility are central focal points throughout the semester.</p> <p>Examples: (1) Jennifer Morgan (week 2) discusses the immobility of Black women in slavery and the racialization/sexualization of their labor through forced reproduction as a central force in racial capitalism; (2) M. Jacqui Alexander (week 4) discusses the mobility of white gay tourists in relation to the racialization of queer desire through colonial/racial dynamics that stem from and perpetuate global economic inequities in the Bahamas.</p> <p>Students will write two Critical Reflection Papers (week 9 and 13) in which they will explain the social, political, and economic conditions of mobility and immobility within domestic care work and erotic/sex work.</p>
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<p>ELO 1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>The class focuses on global sexual economies to learn about diverse experiences of migration, mobility, and immobility in the context of domestic care work and erotic/sex work.</p> <p>Within each of these labor sectors are myriad experiences of mobility and immobility. These experiences will be related to their impact on the workers and their communities, on social (im)mobility, and human rights.</p> <p>Examples: (1) The Nicola Mai film and reading (week 6) reveal different experiences of migrant sex workers in Europe and relates those experiences to different power relations vis-à-vis the state regulation of mobility and the regulation of erotic/sex labor; (2) Alexis Bloch (week 11) gives an ethnographic account of experiences of post-Soviet migrants in Turkey, including the impact of the demise of state socialism, shifts in gender and sexual norms, and neoliberal adjustments that create high demands on reproductive labor and informal sexual economies.</p> <p>Students will critically reflect on these myriad experiences in two Critical Reflection Papers (week 9 and 13) by applying theories of political economy, comparing methods of knowledge production, and evaluating cultural representations of sexual economies.</p> <p>The complexity of human experiences with MMI will be addressed through the lens of social difference and hierarchy, including gender, sexuality, race, nationality, and/or ethnicity.</p> <p>Examples: (1) Elena Shih (week 7) explains the tension between mobility/immobility for Asian migrant erotic workers in the U.S.. The conditions of their mobility/immobility relate to economic migration and the racialized criminalization they experience in the U.S. which can lead to deportation or incarceration; (2) Another different set of perspectives on Asian migration is presented by Rhacel Salazar Parreñas (week 10) in her work on Filipino domestic care workers in different contexts.</p>
<p>ELO 2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>The conditions of mobility and immobility of workers in sexual economies (domestic care work and erotic/sex work) shape and are shaped by norms about gender, sexuality, nationality, race, and/or ethnicity. These norms in turn influence state policies and social values (such as the regulation of migration flows, the criminalization of poverty, the devaluing of feminized and/or racialized labor, or the (in)visibility of human rights). These ideas will be discussed in class and in assignments.</p> <p>Example: (1) Jennifer Musto (week 8) discusses how perceptions about erotic/sex work that equate it with human trafficking intensify carceral approaches to human rights which in turn criminalize survivors, hyper-criminalize erotic/sex workers, and divert attention from human rights approaches to violence, harm, and economic inequity.</p>

<p>ELO 2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p>	<p>Students will be able to describe how scholars, filmmakers, and activists perceive and represent conditions of mobility and/or immobility for workers in sexual economies.</p> <p>Examples: (1) The film <i>Overseas</i> (2019) by Sung-A Yoon depicts the lives of Filipino domestic care workers preparing for jobs abroad. The filmmaker used a documentary lens to convey their experiences without voyeurism; (2) Butterfly: Asian and Migrant Sex Workers Collective is an advocacy organization in Canada. Students will read a selection of materials on their website that center the voices and perspectives of sex workers, voices that are silenced or distorted in dominant representations of erotic/sex work.</p> <p>Students will describe and analyze how ideas and norms about gender, sexuality, nationality, race, and/or ethnicity influence representations of domestic care workers and erotic/sex laborers and the impact those representations have on human and worker rights. This work will occur in the two Critical Reflections Papers (week 9 and 13) and in the Zine Project (week 14/15).</p>
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