

## Prostitution and Sex Trade in Europe, Section B

Spring 2017  
3 Credit Core Course

Related Disciplines: Gender Studies, Public Policy, Legal Studies, Sociology.

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Mondays and Thursdays at 10.05-11.25



### Course Introduction

This course will provide you with an understanding of prostitution as a phenomenon related to gender, sexuality, economy and migration. We will explore the notion of prostitution from a historical, political, legal, feminist and sociological perspective. You will gain insight into the status of prostitution in Europe in comparison to the US, while the main focus will be on Denmark, Sweden and Holland. Though prostitution is legal in all these three countries, they each represent different policies towards prostitution and thus provide a useful framework for the understanding of how prostitution, gender norms and social hierarchies are shaped throughout Europe by means of law, policies and public debate.

We will explore questions such as: What are the causes and consequences of prostitution? Is prostitution work or violence? Why is it a state matter to regulate what individuals chose to do with their bodies? Who

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are the costumers buying sex? How is global inequality affecting the sex trade? How does prostitution relate to gender norms? What is the value of the various legal frameworks represented in Europe? Should prostitution be legal or illegal? What are the consequences – financially, emotionally, and socially – of prostitution?

The aim of the course is to approach prostitution from various points of view and gain insights into the lives of prostitutes and the professionals working with them. You will meet activists, NGO's and sex workers in order to broaden our perception and understand the complexity of the sex industry.

The course includes a study tour to Amsterdam, The Netherlands as well as Malmö and Gothenburg, Sweden.

### Objectives

The course aims to give you an understanding of prostitution as a complex sociological and legal phenomenon. By exploring the different conceptualizations of sex trade (as a social problem, a gender issue etc.), you should comprehend how discourse, norms and values shape our perception of prostitution and prostitutes. While the course does not seek to promote certain views on sex trade, it does aim at making you understand what influence your personal opinions, in order to ensure a critical approach to all perspectives on prostitution. Throughout the course special emphasis will be given to developing an understanding of the sex trade in Denmark, Sweden and Holland and of how it has been transformed by globalization and migration.

### Instructor

**Ane Krestine Larsen**, BA and MA in Communication Studies from Roskilde University (2013) and MA in Human Rights and Democratization from European Inter-University Centre (2012). Ane has been involved with the implementation and evaluation of Danish prostitution policy at the Danish National Center for Social Research (SFI) and has done research on the representation of prostitution and prostitutes in Danish media and policy. Besides a full-time faculty position at DIS, Ane works as a counselor at *Sex & Samfund* (The Danish Family Planning Association), focusing on gender identity, sexual health and sexuality among youth. Moreover, Ane is connected to *Amnesty International* as a human rights educator.

### Teaching Methods

The course is taught as a combination of lectures and interactive methods such as group work, debates, films, field studies, simulation games and guest lecturers whose work is directly linked to prostitution (both pro and con-side) as well as anti-trafficking work. You are expected to actively participate and contribute to your own and your class mates' learning process.

### SAFE SPACE

Please note the class is discussion-based and it is very important we all contribute to creating and maintaining a safe space throughout the semester. Your peers will come from a variety of backgrounds which we seek at using as an added value – be open, curious and respectful during your own and other's learning process. Remember to challenge ideas, not people.

Evaluation of your work during the course will be based on the following components, with the following relative weight:

Assignment	Percentage of final grade	Deadline
Class participation: Preparation, and <b>your active</b> participation including student presentations and group work	25 %	Ongoing
Pop Quizzes	25 %	TBA
Reflection Journal Amsterdam and Class Presentation	25 %	Deadline March 30 <sup>th</sup>
Final Assignment	25 %	Deadline April 27 <sup>th</sup>

### Class Participation

The course heavily emphasizes your **own engagement and active** participation. Much of the learning in this course is dependent on how much effort you put into your own explorations and research, not least in connection with the different assignments.

The evaluation of this component will take into consideration the following aspects:

**Attendance:** attendance in all classes and field studies is mandatory. See academic handbook for further information. You are urged to be punctual, particularly where guest lecturers and/or films are concerned. Note that coming late to class will affect your participation grade.

**Preparation:** preparation for each lecture is a course requirement. See reading list included in this syllabus. Please be aware that there may be slight changes in the reading assignments during the course and various handouts will also be distributed, but you will be provided with ample time to properly prepare.

**Participation:** active participation in all class sessions is required, and forms an important part of your grade for this component. Participation should preferably reflect your critical capacities and knowledge of the course material. The aim should be to contribute constructively to forwarding meaningful, relevant dialogue and discussion among the group; in practice, this means that expression of one's personal views should be backed up by references to pertinent readings, materials, etc. and that other viewpoints should be considered in a respectful manner. Note the rubric for participation grades in blackboard, which is a tool for you to understand what good participation includes.

**Computers and phones are NOT allowed in class** unless specifically agreed with Ane. You are therefore NOT allowed to keep your phone on the table throughout class. You are expected to take notes throughout the semester in a notebook which you yourself are responsible of getting before the course begins (cheap ones are available in e.g. TIGER).

Please *do not leave jackets and bags on the table* throughout class – you are not going anywhere for the next 80 minutes anyway and we need the space to work.

Please be aware that failure to comply with these rules will negatively affect your participation grade.

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### **Academic Honesty**

DIS expects that you abide by the highest standards of intellectual honesty in all academic work. DIS assumes that all students do their own work and credit all work or thought taken from others. Academic dishonesty will result in a final course grade of "F" and can result in dismissal and your home university will be notified. DIS reserves the right to request that written student assignments be turned in electronic form for submission to plagiarism detection software. Much plagiarism happens because students are not aware that they had to cite a text or idea. See the *Academic Handbook* for more information, or ask your instructor if you have questions.

### **Disability and resource statement:**

Any student who has a need for accommodation based on the impact of a disability should contact the Office of Academic Support ([acadsupp@dis.dk](mailto:acadsupp@dis.dk)) to coordinate this. In order to receive accommodations, students should inform the instructor of approved DIS accommodations within the first two weeks of classes.

### **Class Representatives and Comfort Groups**

In the beginning of the semester two class representatives will be elected. The class reps will meet the course instructor twice during the semester and are responsible for providing feedback and ideas for improvement. Moreover, the class will be divided into comfort groups (3 people). Your comfort group is meant to be a help with practical questions and note taking if you are ill as well as a safe space for discussions and peer reviews. Please make use of these two institutions throughout the semester.

### **Written Assignments**

Written assignments are a significant component of your learning process and grade. One will be available for guidance but it is extremely important you make use of your peers as well. As part of the assignments you are expected to participate and contribute fully to peer review processes. Remember to always respect the deadline, hard copy/email policy as well as word limit.

### **Reflection Journal and Presentation**

The Reflection Journal The grade will reflect your paper as well as the group presentation you are to do when we come back from Amsterdam. More information will be provided in class.

### **Final Assignment**

More information will be provided in class.

### **Readings**

Obligatory readings are listed below. Further obligatory and optional readings (in limited quantity) may be distributed periodically during the course, always in good time to allow you to prepare. Every effort has been made to distribute the reading load reasonably equally throughout the semester.

## **Course Schedule**

**(Subject to change with as much notice as possible)**

**Thursday January 19<sup>th</sup>**  
(Session 1)

**The Concept of Prostitution from a Historical, Legal and Social Perspective**  
What role has prostitution played throughout history and what makes the phenomena so provocative and politicized? We will explore different approaches to prostitution and its function in society from a functionalistic, abolitionist and pragmatic point of view.

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*Readings:*

- Davis, King, 'The sociology of prostitution' in *American Sociological Review*, 1937, pp. 744-755.
- Mottier, Véronique, 'Virgins or whores? Feminist critiques of sexuality' in *Sexuality – A Very Short Introduction*, 2008, pp. 49-75.

**Monday January 23<sup>rd</sup>**  
(Session 2)

**A Feminist Perspective on Prostitution**

The issue of prostitution divides feminists – can selling sex be empowering or is it degrading per say? What role has prostitution played in the Women's Movement? We will discuss different feminist approaches to prostitution and look into how prostitution is framed as a question of gender (in)equality.

*Readings:*

- Rubin, Gayle, 'Thinking Sex: Notes for at Radical Theory of the Politics of Sexuality', 1984, pp. 143-155.
- Helth, Hanne, 'Take a Stand, Man!' in Korsvik, Trine & Stø, Ane, *The Nordic Model*, 2009, pp. 103-124.
- Chart: The Feminist Position on Prostitution

**Thursday January 26<sup>th</sup>**  
(Session 3)

**Prostitution as a Social Problem**

In Denmark prostitution is viewed as a social problem that is to be addressed by the mechanisms of the welfare state. We will discuss what the conceptualization of prostitution as a social problem implies in terms of politics, public debate and public opinion.

*Readings:*

- Jamrozik, Adam & Nocella, Luisa, *The Sociology of Social Problems*. Cambridge University Press, 1998, Introduction: pp. 1-11.
- Bacchi, Carol, 'What's the problem represented to be? An Introduction', 2007, pp.1-4.

**Monday January 30<sup>th</sup>**  
(Session 4)

**Prostitution and Human Rights**

What are human rights and how are they related to prostitution? We will explore the use of human rights as a discourse for or against prostitution - as the right to your own body, the right to decent work and the right to sex.

*Readings:*

- Sexual Rights: An IPPF Declaration
- The Declaration of the Rights of Sex Workers in Europe

**Wednesday February 1<sup>st</sup>**

**Field Study 8:30-12:30 – MORE INFO TBA IN CLASS**

**Thursday February 2<sup>nd</sup>**  
(Session 5)

**Prostitution and Human Rights II**

We will continue the discussion on the relation between human rights and prostitution and explore how marginalized voices can work to advocate for their rights.

*Readings TBA*

**Core Course Week and Short Study Tour**  
6<sup>th</sup> - 11<sup>th</sup> of February

**Monday February 13<sup>th</sup>**  
(Session 6)

**Reflections on Sweden and Preparing Group Work**

What did we learn in Sweden? What surprised you? How can we use our new insight to move forward?

*No readings*

**Thursday February 16<sup>th</sup>**  
(Session 7)

**The Sex Industry**

Sex workers are not the only ones selling sex – so what makes prostitution different from other aspects of commodifying sex and bodies? We will expand the sex industry – when can we talk about selling and buying sex? How are other areas of the sex industry related to prostitution?

*Readings:*

- Moss, Sebastian, 'Injustice, Feminism, and Stripper's Rights in East London.'  
<http://www.artefactmagazine.com/2014/11/26/injustice-feminism-and-strippers-rights-in-east-london/>
- Hakim, Catherine, 'Erotic Capital', *European Social Review*, 2010, pp. 499-515.
- Dines, Gail, 'From the Backstreet to Wall Street: the Big Business of Porn' in *Pornland*, 2010, pp. 47-58.

**Monday February 20<sup>th</sup>**  
(Session 8)

**Group Presentations I**

More information will be provided in class

**Thursday February 23<sup>rd</sup>**  
(Session 9)

**Group Presentation II**

More information will be provided in class

----- TRAVEL BREAK I -----

**Monday March 6<sup>th</sup>**  
(Session 10)

**Causes and Consequences of Trafficking**

What is trafficking and how is the notion related to prostitution and migration? We will look into the relation between globalization, social inequality human trafficking. How is trafficking defined according to the UN and how is this implemented in Danish policies?

*Readings:*

- Convention on Action against Trafficking in Human Beings
- Augustin, L. (2005) 'Migrants in the mistress's house: other voices in the "trafficking" debate', *Social Politics*, 12(1): 96-117.

**Thursday March 9<sup>th</sup>**  
(Session 11)

**Sex Tourism**

Sex tourism is a billion dollar industry. How does social and economic inequality influence sex tourism? What perceptions of race and gender

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influence the purchase of sex abroad? Is there a difference between male and female sex tourism? What is the relation between prostitution and sexual exploitation?

*Readings:*

- Bender, Kimberly and Fuhrman, Rich, 'The Implications of Sex Tourism on Men's Social, Psychological and Physical Health', The Qualitative Report, 2004, pp. 176-191.
- Taylor, Jaqueline, 'Female Sex Tourism: a contradiction in terms?', Feminist Review, 2006, pp. 42-55.

**Monday March 13<sup>th</sup>**  
(Session 12)

**Guest lecturer TBA**

**Wednesday March 15<sup>th</sup>**

**Field Study 13:00-17:00 – MORE INFO TBA IN CLASS**

**Thursday March 16<sup>th</sup>**  
(Session 13)

**Preparing for Amsterdam**

Student presentations of the different organizations we are going to visit, legal framework and time to prepare questions.

*Readings:*

- Daalder, A.L. (2007): *Prostitution in the Netherlands since the Lifting of the Brothel Ban*. Wetenschappelijk Onderzoeken Documentatiecentrum
- Websites of the different organizations - TBC

**Long Study Tour to Amsterdam**

March 19<sup>th</sup> – 24<sup>th</sup>

**Thursday March 30<sup>th</sup>**  
(Session 14)

**Reflections on Learnings from Amsterdam**

Group presentations: we will reflect on and discuss our experiences in Amsterdam.

**---- NB: Deadline for Reflection Journal Today ----**

**Monday April 3<sup>rd</sup>**  
(Session 15)

**The Sex Buyer**

What are the characteristics of the sex client - who buys sex and why? How does the sexual interaction relate to gender and affect the female and the male body?

*Readings:*

- Månsson, Sven, 'Men's practices in prostitution and their implications for social work'
- Loua, Sander Michael, 'Buying sex is wellness for men' and Buse, Gert 'No, the sex buyer is not a monster' from Politiken, 2013, (translated).
- Knudsen, L. Rikke, 'Number 125: Ritual performance and young men's purchase of sex in Buenos Aires, NORMA, 2012, pp. 8-24.

**Thursday April 6<sup>th</sup>**

**Male Prostitution**

(Session 16)

Is male prostitution different from female prostitution? We will go through historic tendencies of male prostitution, it's relation to the HIV/AIDS boom in the 1980's among homosexuals and where it takes place today.

*Readings:*

- 'Confessions of a Modern Male Prostitute'  
<http://www.worldcrunch.com/culture-society/confessions-of-a-modern-male-prostitute>  
<http://www.worldcrunch.com/culture-society/confessions-of-a-modern-male-prostitute>
- Marlowe, Julian, 'Thinking Outside the Box – Men in the Sex Industry', 349-257.
- 'The escort who want to rebrand male prostitution as a business', BBC News, 2014.  
<http://www.bbc.com/news/magazine-25588234>

**Monday April 10<sup>th</sup>**

(Session 17)

**Workshop on Final Assignment**

We will work with the final assignment in class and focus on peer review and feedback.

----- TRAVEL BREAK -----

**Thursday April 20<sup>th</sup>**

(Session 18)

**Semester Wrap Up**

We will discuss what we've learned throughout the semester and ways forward for the sex industry.

----- **NB: deadline final assignment April 27<sup>th</sup>** -----