

**TOWSON UNIVERSITY
OFFICE OF GRADUATE STUDIES**

**TEACHING THE SEX INDUSTRY:
CONTENT ANALYSIS OF SEX WORK AND PORNOGRAPHY IN U.S.
INTRODUCTORY WOMEN'S STUDIES TEXTBOOKS**

by

Mary Catherine Vann

A thesis

Towson University

Presented to the faculty of

in partial fulfillment

of the requirements for the degree

Master of Science

Department of Women's and Gender Studies

**Towson University
Towson, Maryland 21252**

May, 2012

TOWSON UNIVERSITY
OFFICE OF GRADUATE STUDIES
THESIS APPROVAL PAGE

This is to certify that the thesis prepared by Mary Catherine Vann

entitled Teaching The Sex Industry: Coverage of
Sex Work and Pornography in U.S. Introduction
Women's studies textbooks

has been approved by the thesis committee as satisfactorily completing the thesis requirements
for the degree Masters of Science in Women's and Gender Studies

Ann Day _____ 5/15/12
Chair, Thesis Committee Date

Cathy Bissenden _____ 5/17/2012
Committee Member Date

Gretchen Soderlund _____ 4/30/12
Committee Member Date

Committee Member Date

Dean of Graduate Studies Date

Abstract

Teaching the Sex Industry: Coverage of Sex Work and Pornography in U.S. Introductory Women's Studies Textbooks

Mary Catherine Vann

Sex work and pornography are important topics of study within U.S. feminism and Women's Studies. This study uses ten Introduction to Women's Studies textbooks that are currently being used in U.S. classrooms to analyze the coverage of sex work and pornography within them. Textbooks were coded based on the presentation of multiple feminist debates on these issues and the integration of these issues into the text. The way these topics are being discussed is critiqued and analyzed for their implications on teaching the sex industry within the feminist classroom. This study highlights the lack of coverage among the textbooks in the sample, the marginalization of pornography and sex work from other contexts of media and labor, and provides recommendations for future textbooks and educators.

Table of Contents

I. Introduction.....	1
a. Purpose of the Study.....	3
b. Importance.....	4
c. Definitions of Terminology.....	5
II. Review of Literature.....	7
a. Feminist Debates on Sex Work and Pornography.....	7
b. Teaching Sexuality in Classrooms.....	12
c. Previous Research.....	15
III. Methods.....	19
a. Overall Research Design and Paradigm.....	19
b. Conceptualization and Operationalization.....	20
c. Data Collection and Criteria for Textbook Selection.....	23
d. Data Analysis.....	27
e. Hypothesis.....	30
f. Defense of Method.....	30
IV. Results.....	33
a. Introduction.....	33
b. Overall Coverage of Sex Work and Pornography.....	33

i. Heldke and O'Connor.....	34
ii. Kimmel.....	35
iii. Scholz.....	36
iv. Shaw and Lee – Fourth Edition.....	37
v. Shaw and Lee – Fifth Edition.....	41
vi. Taylor, Whittier, and Rupp.....	43
vii. Tong – Third Edition.....	44
viii. Valenti.....	47
c. Contexts of Sex Work and Pornography.....	49
d. Integration and Marginalization.....	50
e. Implications of Terminology.....	51
f. Reinforcement of Binaries.....	52
g. Changes in Readings Over Editions.....	54
h. Voices of Sex Workers.....	56
i. Lack of Historical Context.....	56
j. Women as Consumers of Pornography.....	57
k. Best Coverage.....	57
V. Discussion.....	60
a. Sex Work & Pornography in Women’s Studies Textbooks...60	60
b. Teaching the Sex Industry.....	62
c. Implications.....	63

d. Suggestions For Textbook Authors.....	65
e. Suggestions for Educators.....	67
VI. Conclusion.....	69
a. The Ideal Textbook.....	69
b. Suggestions for Future Research.....	71
VII. Appendices.....	73
a. Content Analysis Template.....	73
b. Textbooks Reviewed.....	75
c. Full Content Analysis Template.....	78
d. Textbook Table.....	98
e. Word Clouds.....	101
VIII. References.....	105
IX. Curriculum Vita.....	108

Chapter One

Introduction

Textbooks have served as important methods of transmitting information for education within institutions. Within the U.S. introductory college classroom, textbooks have used a collection of information to provide an outline of necessary information. What textbook authors choose to include reflects the information that is assumed appropriate to be taught within the course. Therefore, in an attempt to understand how sex work and pornography are being covered in an introductory Women's Studies classroom in the U.S., this thesis examines the coverage of these topics within the pages of introductory Women's Studies textbooks. Women's Studies, as a field of study, is interdisciplinary in its nature and allows for a variety of discussions regarding sexuality, politics, and culture. It is crucial that sex work and pornography are put within the feminist context and taught within a Women's Studies classrooms.

Sex work and pornography in feminism have long been debated in the U.S. and there is no one feminist viewpoint on these issues. Throughout the waves of feminism, debates on prostitution have been present. In the first wave, feminist views on prostitution believed that the government should not regulate the act of prostitution, (should be prostitution) to avoid stigmatization of the women involved. Much of the feminist campaigns dealing with prostitution during this time focused on seemingly involuntary forms of prostitution, frequently referred to as "white slavery" (Walkowitz 1980). In the second wave of feminist

thought, feminists began to deal with issues of pornography with the Meese Commission involving Andrea Dworkin and Catharine MacKinnon that argued pornography was harmful. Previous to the Meese Commissions, groups were forming in favor of the rights of prostitutes and sex workers (Hunter 2006). The most recent third wave has challenged previous notions of sexuality with sex positive feminism that acknowledges a pro-pornography feminism. Third wave feminists have also allowed for inclusive viewpoints that choose not to regulate sexuality, or that look at pornography and sex work from critiques in addition to gender such as race and queer issues (Snyder 2008). Feminist writings on these topics throughout the years have ranged from arguing for the complete abolition of prostitution (Dempsey 2010) and the banning of all forms of pornography (Dworkin 1979) to arguments for free choice for sex workers (Kesler 2002) and pornography as sexual empowerment for women (Peterson 2010). As potentially one of the most unsettled topics within U.S. feminist discourse, sex work and pornography should not be presented in a one-sided manner. Additionally, these topics cannot be ignored within an introductory classroom. Pornography is important to cover not only for the various feminist approaches, but to address stigmas and stereotypes that students may have towards feminist views of pornography. Similar to other stigmas of feminist views, feminist ideas of sexuality may need to be confronted by students who believe all pornography would be considered anti-feminist or opposed by feminist theory. As a form of media, pornography requires that students should be given tools to be informed consumers, including various feminist theories.

If the goals of Women's Studies introductory courses are to provide an overview of feminist approaches to various issues and the major issues facing women, then sex work and pornography are necessary topics. Even if students may not have to face a personal relationship to commercial sex, it is important to address the ideas of choice, sexual empowerment, labor, and violence that occur within the sex industry. Similarly, pornography and sexual images have become a larger part of U.S. culture than ever before. By the time these students have reached Women's Studies classrooms, they have had experiences with pornography or have had to shape their opinions of it. Students should be provided with various frameworks for forming their thoughts on pornography. Overall, sex work and pornography are important issues that deserve well-rounded discussions within Women's Studies textbooks. These topics need to come out of the margins of feminist thought and be incorporated into discussions of labor, media, and sexuality.

Purpose of the Study

The primary purpose of this study is to address how sex work and pornography are framed within the U.S. Introductory Women's Studies classroom. Since textbooks are an important aspect of any classroom, this study aims to use textbook discussions of sex work and pornography to gather a larger image of what is covered within classrooms. This research is concerned with finding gaps in information provided within the textbooks, examining patterns of inclusion or marginalization of these topics, and providing an overview of what is and is not being deemed important by textbook editors or authors. Finally, it aims

to shape an expectation of integration of the topics of sex work and pornography into introductory Women's Studies textbooks through the description of an ideal textbook.

Importance

This research is important because debates over sex work and pornography through the U.S. feminist movement have been occurring for a long period of time and are issues that affect the lives of feminist students. It's important that multiple sides of these debates be represented in the feminist classroom, to ensure students are able to make up their own decisions and not assume western feminism represents one side of the debate. The debate between Feminists Against Sex Work and Prostitution (FASP) and Prostitute's Rights (PR) feminists has been ongoing in the U.S. since 1973, with the formation of COYOTE (Call of Your Old Tired Ethics), which was formed to repeal prostitution laws. Ending in 1986, the Meese Commission was called to discuss pornography and its detriment to women (Hunter 2006). With scholars such as Andrea Dworkin and Catherine Mackinnon fighting against pornography and scholars such as Elizabeth Bernstein and Melanie Simmons arguing for sex-positive view of sex work, these debates continue inside and outside of classroom. This study also understands that these debates no longer fit into a binary with many other polymorphous paradigms to sex work and pornography needing to be represented. As important parts of U.S. women's studies history, these various view points should be mentioned within introductory textbooks. Understanding that many ideas taught within classrooms have multiple sides, this

research asserts that on the topics of sex work and pornography, the various sides of thought are not on the fringe. Therefore, it is important that they are addressed. These debates have shifted and taken a new form that is no longer easily defined as one side against another, and therefore students should be given a full range of information to become informed consumers. Within U.S. culture, feminists and non-feminists alike have to make decisions on the culture they consume, and pornography is no different. Even though many will not come in direct contact with commercial sex or sex work, it is important for students to have the opportunity to be fully informed on these issues. This study understands that even though the pedagogy of a classroom is not entirely reflected by the text they choose, a textbook can structure the discussions of the class. Finally, I have chosen to focus locally on the United States context. The feminist thought on sex work and pornography varies widely across cultures. In a country where commercial sex is illegal in all but one state, and pornography is restricted but accessible, the context of these issues here would be different in any other country. Therefore, it is important to remain within the context of the U.S. as to properly address these issues.

Definitions of Terminology

Throughout this study, I will be using certain terminology based upon my personal viewpoints and the terminology used among similar approaches. I have chosen to use the term “sex work” to represent prostitution, the act of commercial sex, and the sex industry in broader terms. Sex work as a term has been used by the Prostitutes’ Rights and sex worker rights movements to represent the

connection between commercial sex and labor. The term “sex work” has also been used to describe participation in the sex industry as a whole, including both illegal and legal forms. This includes prostitution, stripping, exotic dance, phone sex, pornography, and more. For the purpose of this study, “sex work” is considered to include all aspects of the sex industry, minus pornography that is separated, as its own topic. I am also using the term “pornography” to describe various aspects of the porn industry including videos, images, or involvement in the industry. In feminist portrayals of pornography, arguments have been framed around all of these aspects, therefore any usage of “pornography” is inclusive. This study is considering only U.S. legalized forms of “pornography”, i.e. visual or textual representations of sexuality that do not involve a face-to-face encounter between subject and consumer, and media where all participants are consenting and of legal age. “Textbook” as a term is used to describe a text with the purpose of providing educational information on one or more topics or a text that is currently being used within a classroom setting. As will be discussed, the textbooks in this study have various purposes, but all are currently being used within the classroom setting for educational purposes. Therefore, textbook is the term that will be used to describe texts used within the classroom.

Chapter Two

Review of Literature

In reviewing literature, I will discuss: literature discussing the debates on sex work and pornography within feminism, the theoretical discussion of the pedagogy of sex work and pornography, and previous textbook content analyses dealing with the topic of sexuality. These categories are important to cover the history of why this discussion is important, how these discussions have been brought into the classroom, and similar studies that have influenced my own and used textbooks to formulate pedagogical ideas.

Feminist Debates on Sex Work and Pornography

The topic of prostitution has long been debated among United States feminists, but this project focuses on feminist discussions on sex work and pornography during and after the “sex wars” of the 1970s and 1980s because this time signaled the starts of both the radical feminist opposition to pornography and COYOTE, the first sex worker rights organization (Hunter 2006). The literature written on these topics is extensive, and therefore this literature review will not be able to cover all writings on sex work and pornography. I have decided to focus the literature reviewed on this topic for the purpose of this study to writings on how the debates are framed. Since there is no uniform way of defining each viewpoint, this section of literature review aims to both cover what has been written on available viewpoints and how these differences are framed.

There are many different viewpoints on these issues, but the main dichotomy of the debate is framed as Feminists Against Sex Work and Pornography (FASP) versus sex-positive or Prostitute's Rights (PR) Feminists. Additionally, there is research coming out of queer and race theory that is framing these issues outside the realm of a for or against binary. The terminology used to describe these sides is varied among authors who are attempting to explain the viewpoints (Aronson 2006, Chancer 2000, Dempsey 2010, Jenness 1990, Jolin 1994, Kesler 2004, Kissil and Davey 2010, Outshorn 2005, and Weitzer 2007). Kesler (2004), Aronson (2006), and Weitzer (2007) have provided the best overall framework for attempting to understand the complexities of the various approaches.

Feminists Against Sex Work and Pornography are sometimes referred to as simply radical feminists (Aronson 2006), but the assumption that all radical feminists also identify as FASP has been challenged for being too simplistic (Tong 2009). Among those considered being FASP there are a variety of viewpoints that can be observed. It is argued these groups are tied to early abolitionist campaigns against prostitution prior to the sex wars (Kesler 2002), and an example of an organization in this category would be Women Hurt in Systems of Prostitution, or WHISPER (Aronson 2006). Kesler (2002) divided FASPs as Essentialists, Asymmetric, or Egalitarian. Essentialists believe that there is an intrinsic property to sex that makes prostitution wrong. Asymmetric is shown as believing that the sex industry is different from other professions because the idea and function of "sex work" does not exist outside of commercial

sex (Kesler 2002). Lastly, those associated with the egalitarian viewpoint believe women are being used for the sexual pleasure of men. It posits sex workers as a class of women being used solely to serve the needs of men (Kesler 2002). All of these viewpoints are not mutually exclusive, and organizations such as WHISPER can utilize all at once, but essentialist, asymmetric, and egalitarian arguments come from different places while still believing prostitution to be wrong.

Prostitute's Rights Approaches are sometimes referred to as Liberal Feminist (Kesler 2002), which has also been challenged (Tong 2009). Under this general framework, there are three divisions presented in the literature prostitution-as-work, contractarian, and free choice and consent (Aronson 2006 and Kesler 2002). Those who view prostitution as work see the act of prostitution or commercial sex as similar to any other category of labor. Contractarian feminist see prostitution as a contract between two consenting adults and should be respected by law similar to other legitimate contracts (Aronson 2006). Lastly, free choice and consent feminists believe that restricting a woman's choice to enter sex work is victimization (Kesler 2002). An example of an organization that falls under the approach of prostitutes' rights is COYOTE (Call Off Your Old Tired Ethics), which has utilized prostitution-as-work, contractarian and free choice and consent arguments in its defense of the rights of prostitutes as workers (Jenness 1990, Aronson 2006).

Weitzer (2007) introduced the term "polymorphous" approaches to describe viewpoints that did not fit into the dichotomy of FASP or PR.

Polymorphous views are described as recognizing that sex work exists within multiple experiences and structural realities. Therefore, prostitution can neither be completely positive or completely negative, since there are variances in experience with any work environment (Weitzer 2007). Additional terms or variances that fit within this viewpoint are the continuum approach and the socialist/Marxist/economic approach (Kesler 2002). In the continuum approach, sex work is viewed on a continuum with other women's work and is neither positive nor negative. The socialist, Marxist, and economic approaches view the problems with prostitution as problems with the larger capitalist system and in socialist feminism, the problems with prostitution come from both capitalism and gender inequality. Therefore the problems that can be found in sex work can also be found within other forms of labor (Kesler 2002).

Continuing with the idea of polymorphous approaches to sex work, it is important to cover literature that has focused on critiques and theorizing on the sex industry from feminist race and queer theory (Mirelle Miller-Young 2010, Showden 2012). Race theory is important in the topics of sex work and pornography not just to address issues of gender within the sex industry, but also the effects of race on workers and framing of sexuality. Miller-Young (2010) has argued that Black women in pornography are subject to structural inequalities and the racialized stereotype of hypersexuality. She also argues that Black women are able to use their sexuality to gain agency and practice self-care (Miller-Young 2010). Using queer theory, Showden (2012) has argued for a queer sex-positive feminist view of prostitution that argues for a "maybe"

approach to the sex industry, noting both women's ability to say "yes" for themselves, but also understanding the structural inequalities of sexuality. Sex work is seen for its not always realized possibilities in subverting both patriarchy and hegemonic heterosexuality (Showden 2012).

Other framings of feminist views on pornography and sex work have been presented in ways that deviate from or add to the frameworks already mentioned (Chancer 2000, Dempsey 2010, Eaton 2007, Jolin 1994, and Kissil and Davey 2010). Chancer (2000) described the two sides of the debate as the "sexual subordination" side with the "pro-censorship feminist speakers" and the "sexual pleasure" side. She frames the debate between the two parties as not entirely in disagreement on the idea of sexism in pornography, but in the response to the sexism. To that extent, the sexual subordination side would like to censor or abolish pornography, while the sexual pleasure side argues that pornography should be protected. Arguing for a re-framing of anti-porn feminism, Eaton (2007) asserts that APF (anti-porn feminism) should focus only on inequitable pornography, or porn in which gender inequity is presented. Eaton (2007) argues that this inequitable pornography can lead to harm, although it may not be the direct cause of harm. She frames anti-porn feminism as not against all pornography, but only those forms of it that promote gender inequalities and states that some pornography can be beneficial or neutral (Eaton 2007). Jolin (1994) also has a different way of describing the two sides, as the "Sexual Equality First" (SEF) side and the "Free Choice First" FCF side. This adds to the framing, in that it shows that if the prostitution debates in feminism had to be

closely tied into two groups, Jolin (1994) believes these groups would be determined by what their primary focus is – free choice for all, which means the access to all forms of sexuality and labor, or sexual equality, the ending of inequality based on sex for all. Kissil and Davey (2010) believe there are two areas in which feminists deviate on the topic of sex work. First, similar to Jolin (1994), they believe feminists divide on the focus of freedom of choice or freedom from male sexual oppression. Secondly, variances in legal approaches also divide feminists, who have to choose between legalization, decriminalization, or abolition of prostitution (Kissil and Davey 2010). Within the U.S. context, legalization is framed as government regulation of prostitution, similar to the system in Nevada. Decriminalization, on the other hand, promotes the end to enforcement of anti-prostitution law, but without government regulation of the industry. Lastly, the abolition of prostitution keeps prostitution and sex work illegal within the U.S. and advocates increasing efforts to stop those involved with the industry (Kissil and Davey 2010). Dempsey (2010) chooses the word “abolitionist” to describe the feminist attempt to end prostitution and sex trafficking that is motivated by a belief that these systems perpetuate and sustain the patriarchal inequalities of our system.

Teaching Sexuality in Classrooms

As the previous review shows, pornography and sex work are controversial topics in U.S. feminist studies. Thus, I was surprised that the idea of teaching them has not been more widely discussed. Many of the writings focusing on this issue have had a positive outlook on the current possibilities of

teaching sexuality topics in a classroom setting (Miller-Young 2010, Reading 2005, Decena 2010, Smith 2009, and Attwood and Hunter 2009). There are some studies that focus on teaching sexualities within a specifically feminist classroom (Miller-Young 2010, Dragiewicz 2008, Stetz 2003, and Decena 2010), while others discuss the possibilities of teaching sexuality in other classroom settings (Reading 2005, Smith 2009, and Attwood and Hunter 2009). In looking at teaching pornography, Decena (2010) discusses his personal experiences with teaching sex and sexuality in the feminist classroom. He focuses on the importance of maintaining student boundaries and respecting silence, however, he did not mention the use or aid of textbooks. Both Dragiewicz (2008) and Stetz (2003) mention a feminist classroom discussion of sex trafficking. Dragiewicz (2008) does mention her use of an anti-prostitution discourse, while providing an overview of the feminist debates of prostitution. This is the only reading I have been able to find within the current literature that debates how prostitution would be taught in a feminist classroom (Dragiewicz 2008). What is different between the viewpoints is what aspect of sex work and pornography they want to teach. Stetz (2003) and Dragiewicz (2008) discussed teaching sex trafficking in the feminist classroom as a means of discussing violence against women. Even though sex trafficking is completely different from sex work, the two topics frequently do have some overlap, which is why these articles are included in my literature, but they are not as relevant as others. The overlap between sex trafficking and voluntary sex work comes from some authors looking at commercial sex as a whole. In addition, victims of sex trafficking can be brought

up during negative discussions of sex work. Most importantly, Miller-Young (2010), discusses the pedagogy of pornography and the potentially negative effects of showing pornography in her classroom, but centered the conversation on her overall positive experiences with teaching pornography. She does not mention, however, the role of textbooks in the class (Miller-Young 2010).

Outside of the feminist classroom, Reading (2005) focuses on the importance of not teaching video or purchased pornography, yet suggests that examining Internet porn is crucial to understanding the shift in porn culture. She argues that showing pornography within the classroom is appropriate, but she is worried about students having free-access to porn sites and no longer paying attention in class. In this suggestion, she argues that since universities do not allow the accessing of Internet pornography, that students be provided with the tools to understand the ways in which Internet pornography operates.

Unfortunately, Reading (2005) does not mention the use of texts in teaching pornography. Similarly, Smith (2009) notes the importance of teaching multiple sides of the pornography debate and discusses methods for introducing pornography into the classroom, but does not mention the use of textbooks (Smith 2009). Attwood and Hunter (2009) provide an overview of work written in the field of teaching explicit materials along with their own discussion of how to teach pornography in the classroom, They noted that it's more important now than ever before to start researching and teaching sexually explicit materials because of the growth of communication technologies shaping the way the public interacts with sexuality (Attwood and Hunter, 2009). Kleinhans (1996) provides

guidelines, such as not allowing visitors, to showing pornography in a film classroom. His work stresses the importance of looking at pornography and sexual imagery in relation to other forms of media and cultural text as to not make pornography a ghettoized form of media (Kleinhans, 1996). His writing is relevant in understanding how pornography needs to be looked at in a larger context, and not just hardcore porn films that seem separate from everyday life.

Previous Research

There are several previous studies that have used the content analysis of textbooks (Goettsch 1987, Campbell and Schram 1995, Suarez and Balaji 2007, Plummer 2010, and Myerson, Crawley, Hesch Anstey, Keller, and Okopney 2007). Plummer (2010) conducted an overall critical review of recent books, not specifically textbooks, on prostitution and sex work. In this, Plummer reviews Roger Matthews' *Prostitution, Politics, and Policy* and Teela Sanders, Maggie O'Neill and Jane Pitcher, *Prostitution: Sex Work, Policy and Politics*. Both these books are seen by Plummer to present what he calls a "textbook style" analysis of prostitution, in that they explain prostitution in ways similar to how ideas are presented within a textbook. Plummer finds Matthew's book to be a criminologist's perspective, including major policy responses to prostitution. The book by Sanders, O'Neill, and Pitcher is seen as a more comprehensive examination of prostitution. Plummer notes that with this being presented as textbook style, that prostitution is coming into the field of academic study. His findings not only bring in methodological ways of reading textbooks for analysis, but also suggest that information on prostitution is being presented in a manner

attempting to bring research on sex work into the classroom. Goettsch (1987) analyzed the coverage of pornography in Human Sexuality textbooks. He critiques the way pornography was discussed in these textbooks, whether in the assumed exploitation of women, pornography as morally wrong, or pornography being seen as increasingly violent with little evidence to prove this increase. While many of the other articles focused on examining topics of sexuality in various textbooks, there are only two works where the authors explicitly stated they were doing so with a feminist lens or method (Campbell and Schram 1995 and Myerson, Crawley, Hesch Anstey, Keller, and Okopney 2007). The difference between these two articles is that Campbell and Schram (1995) provide a more detailed analysis of their methodology, including the number of textbooks, the frameworks they were using to analyze the textbooks, and discussion of their results. Campbell and Schram (1995) were studying Psychology and Social Studies textbooks looking for their discussion of research methods. In looking for sexist language and the incorporation of feminist research methods, their results showed many textbooks had not progressed towards more feminist, nonsexist concepts and language. They viewed sexist language as using “he” as a normative pronoun, instead of he/she and not taking into account feminist research methods (Campbell and Schram 1995). Myerson, et al. (2007) did specify the variables they were looking for in their content analysis, but they did not define exactly how they would find these variables in the interdisciplinary Human Sexuality textbooks they were studying. In addition to a feminist lens, they also claimed a queer analysis in their research. Myerson, et al.

(2007) did not define what their queer analysis looked like, but their topics were examining the heteronormative structures of textbooks and the Human Sexuality classroom. Their research has provided a framework for leaving the social science methodological norm and using textbooks to make inferences about the larger institutions and classrooms. Myerson, et al. (2007) saw heteronormativity as an implication of heterosexuality as the appropriate form of sexuality, males and females in fixed and opposing positions. They found that while many of the textbooks acknowledge same sex or not heterosexual partnerships, they still used language that was exclusive to non-heterosexual people. Lastly, There were also authors that did not state using a feminist research method, but had similar content analysis projects (Goettsch 1987 and Suarez and Balaji 2007). Most of the authors detailed the methodology they would be using throughout their content analysis (Goettsch 1987, Campbell and Schram 1995, Suarez and Balaji 2007). Suarez and Balaji (2007) they examined topics of sexuality in sociology textbooks and found heteronormative language and problematic discussion of non-normative sexuality. Suarez and Balaji (2007) provide another look at examining the language and discussions used around topics of sexuality in a textbook.

Rosenbloom, Rakoski, and Fetner (2001) provide research that is outside both of these categories. Their work focuses on students being able to share their work experiences in the sex industry within the classroom. Even though this insight or point of view does not directly relate to content analysis of textbooks, the idea stands behind one of my main goals for conducting this research:

making discussions and readings of sex work and pornography comfortable enough for sex-positive students in a feminist classroom. In addition, Rosenbloom, Rakoski, and Fetner (2001) examine the ways in which students typically disclose their involvement in the sex industry and provided their advice on the best way for professors to respond to self-disclosure through a case study.

As previously mentioned, the pedagogy of sex work and pornography is a relevantly new field of study. Even though sex work and pornography have been extensively studied in Women's Studies and many content analyses have been performed on textbooks in social science fields, there has yet to be a content analysis of Women's Studies textbooks in relation to sex work and pornography. This research stresses the importance of bringing discussions of sex work and pornography into the U.S. introductory Women's Studies classroom, understanding that little research has looked at sexuality in the classroom and even fewer studies have examined the role of textbooks. Thus, this research fills a necessary gap in the literature by examining sex work and pornography within introductory Women's Studies textbooks.

Chapter Three

Methods

Overall Research Design and Paradigm

I have performed a content analysis on a sample of introductory Women's Studies textbooks in the U.S. to determine how pornography and sex work are discussed throughout the work. This analysis used ten textbooks that are currently being used in introductory Women's Studies classrooms in the United States. For the purpose of my study, in order to determine which textbooks are being used and which ones are most popular among Women's Studies faculty, I consulted the Women's Studies listserv, or WMST-L, and a Google search of Women's Studies syllabi. The Women's Studies listserv is an international electronic e-mail forum for educators and researchers in the field of Women's Studies. I prompted introductory Women's Studies faculty, on the listserv, to provide information on the textbook they are currently using in their classes. After my request, I received responses back with information on ten different textbooks that are currently being used in introductory courses. I have used this sample to conduct a content analysis on their coverage of sex work and pornography throughout the text.

In this analysis, I have used a feminist, sex-positive paradigm. In defining this work as sex-positive, I present my personal views as pro-sex work and pro-pornography, and am coming into the research with a focus that pornography and sex work are not inherently bad for society, similar to the Prostitute's Rights perspective presented in the literature review. I utilized the previous work of

researchers such as Campbell and Schram (1995) and Myerson, Crawley, Hesch Anstey, Keller, and Okopney (2007), for traditional content analysis using a feminist perspective. These two studies, which can be found in the literature review, have influenced my research design by showing examples of reviewing sexuality textbooks with a feminist lens.

Conceptualization and Operationalization

I am looking for two key items in these textbooks: discussions of sex work and discussions of pornography. These terms, or terms with similar meanings, should be used explicitly in the text. When doing the content analysis, I considered a “discussion” to be a mention of these terms, either sex work or pornography. Inside of these discussions, it was important to look at how long these topics are covered, in what sections or contexts, and whether multiple sides of these issues are included. In addition, the amount of coverage given to the topics of sex work and pornography in relation to other topics, such as health, media, work, family, will also be considered. The complete absence of these topics has also been noted. I have used a template I created to code the data during the content analysis (See Appendix A). This template includes the title of the work, the date it was published, the authors or editors of the text, the publisher, and the edition. The template also asks for multiple questions of each section, including terminology used, general reactions, and various aspects of coverage of sex work and pornography. Further description of this process and template will be provided in the section titled “Data Analysis”

I have purposely chosen to use the term “sex work” to describe what is considered to be prostitution and involvement in the sex industry, based on the work of others and sex worker rights activists. “Sex work” as a term can be problematic when looking at textbooks, but the idea of what is involved in sex work should be found. For example, the use of “prostitution” instead of sex work was coded as part of the analysis, because terminology has served as a way of distinguishing the author’s focus or views. Other words that may be commonly used in a discussion of sex work or the sex industry include stripping, pole dancing, erotic massage, call girls, rent boys, hookers or hooking, commercial sex, or erotic workers. Any discussion of prostitution has been considered a discussion of sex work, but the terminology is as important as the topic of discussion itself. The absence of a discussion has also been noted. In addition, I have also looked at mentions of “sex trafficking,” both in textbooks that do and don’t discuss sex work, for mentions of sex work debates. In the context of sex trafficking or coerced commercial sex, terms that may be used are “prostituted,” “victims of sex industry,” and “trafficked.” This research does not consider sex work and sex trafficking to be the same, but textbooks may include conversations of consensual sex work in conversations of illegal coerced sex trafficking. The context of these discussions will be important to analyze, including the placement of these topics in the text, any imagery or tables used, and what discussions are around them.

Pornography as a term is complicated to define, but in this sense, I am looking for the blatant discussion of pornography. In order to be considered a

“blatant discussion,” the textbook has to refer to pornography directly and preferably using terminology that implies a focus on pornography. Terms that may be used in this discussion include pornography, porn, sexually explicit images or in some instances “erotica.” Images or advertisements that may be construed as pornographic were not be considered a discussion of pornography unless they are explicitly stated as such. Discussions of the topic of pornography will be those with historical coverage of the debates or mentions of current feminist viewpoints on pornography. As previously mentioned, the absence of any mention of pornography was also noted. This research does not intend to define “pornography,” but instead to find what textbooks say about pornography. My personal definition of pornography for purposes of this study can be found in the introduction.

When I discuss the “context” of these discussions I am referring to where they are being placed in the text. Items that were included within the topic of context include: what sections or chapters these terms are discussed in, do they have their own section or chapter, and how much coverage is provided of these topics. An example of context, would be “pornography” only being discussed in a section on violence against women, versus a discussion of the “sex wars” when covering feminist activist history. The degree of coverage was weighed not only by how long the discussion was, but more importantly by the viewpoints of either topic that were mentioned. One-sided (either pro-sex work or anti-sex work) discussions of either term will be noted, along with two-sided discussions with more or less coverage of either side. For example, if pornography is discussed at

length, but no feminist debates about pornography were mentioned, this was coded as discussing pornography, but not discussing feminist debates.

In determining whether the textbook is authored or edited, I have looked at how the textbook was published. Multiple authors do not imply an edited work. An editor or multiple editors should be clearly defined in the textbook in order for an item to be considered “edited” or an anthology. This is important to this research because my hypothesis was that edited textbooks with multiple contributors would have more comprehensive information about sex work and pornography and the feminist debates. Lastly, the concept of the date a title was written will also come from the textbook information provided. The current issue that is being used in the course will determine the date. For example, if a professor uses a 1999 edition of a certain textbook, even though a new edition was issued in a more recent year, the 1999 edition will be used for the analysis and that is the date that will be analyzed. Out of the responses I received, I also have two editions of two textbooks to analyze. These will be subject to a further review of not only the content available in the textbook, but also a comparison between the two editions.

Data Collection and Criteria for Textbook Selection

As previously mentioned, I used ten textbooks that were provided by Introductory Women’s Studies course professors in the United States over the WMST-L listserv. An e-mail was sent out to the entire listserv requesting that teachers who teach an introductory course provide their textbooks for my thesis research on the way textbooks cover sex work and pornography. I asked for the

information on the textbook, including editions. Additionally, I noted that if anyone wanted to include their syllabus it could potentially be helpful to the project. I received exactly ten textbook titles from the e-mail replies. No textbook was repeated more than once. One professor included her syllabus as well, but that was not included in the study. Some responses chose to comment on whether their chosen textbook discussed sex work and pornography, but those responses were also not used to formulate my results or discussion.

After receiving the list of textbooks, I then performed a search using the term “Introduction to Women’s Studies syllabi” and examined the first fifty results from the past two years. Using the syllabi that were available on the web, I verified that other U.S. Women’s Studies faculty commonly use the textbooks submitted by the listserv. Among the fifty syllabi I reviewed, twenty-five used either textbooks not mentioned in this study, had a collection of short readings, or used “coursepacks” designed by the instructor. With the remaining syllabi, twelve of them use of the fourth edition of Shaw and Lee, six use Kirk and Okazaka-Rey, three use the fifth edition of Shaw and Lee, two use Taylor, Whittier, and Rupp, and the Valenti and Kimmel texts were both used by one syllabi each.

The textbooks in this sample range from focusing on one single topic to attempting to provide an overall view of women’s studies. Some textbooks are clearly aimed at being an overview of topics deemed important to women’s studies, while others state their purpose as not being an overview. These purposes were included in the study and are reported in the results section, as to leave out information as to why information is lacking or present in a certain

textbook. As I set out to do, the textbooks in this study only have to meet the criteria that they are currently being used in a Women's Studies introductory course. This analysis understands that there are supplemental texts used in some classrooms, therefore this study is a reflection of the texts themselves and not classroom procedures.

The ten textbooks used in this study are presented in this table, as well as in list form in Appendix B:

Textbook Author(s)	Title	Year	Edition	Publisher	Type
Lisa Heldke and Peg O'Connor	Oppression, Privilege, Resistance: Theoretical Perspectives on Racism Sexism and Heterosexism	2003	First	McGraw Hill	Anthology
Michael Kimmel	The Gendered Society	2011	Fourth	Oxford University Press	Single Author
Gwyn Kirk and Margo Okazawa-Rey	Women's Lives: Multicultural Perspectives	2009	Fifth	McGraw Hill	Written contributions from editors and readings from outside authors
Sally J. Scholz	Feminism: A Beginner's Guide	2010	First	Oneworld	Single Author
Susan Shaw and Janet Lee	Women's Voices, Feminist Visions: Classic and Contemporary Readings	2009	Fourth	McGraw Hill	Written contributions from editors and readings from outside authors
Susan Shaw and	Women's Voices,	2010	Fifth	McGraw Hill	Written contributions

Janet Lee	Feminist Visions: Classic and Contemporary Readings				from editors and readings from outside authors
Verta Taylor, Nancy Whittier, Leila J. Rupp	Feminist Frontiers	2009	Eighth	McGraw Hill	Written contributions from editors and readings from outside authors
Rosemarie Tong	Feminist Thought: A More Comprehensive Introduction	1998	Second	Westview Press	Single Author
Rosemarie Tong	Feminist Thought: A More Comprehensive Introduction	2009	Third	Westview Press	Single Author
Jessica Valenti	Full Frontal Feminism: A Young Women's Guide to Why Feminism Matters	2007	First	Seal Press	Single Author

Without being planned for, I was provided with two textbooks in which two editions are currently being used. As shown above, both the Shaw and Lee and Tong texts have two editions in this study. I analyzed each book initially as a case study then did a cross case analysis.

I have also attempted to verify that these textbooks are widely used and the extent to which they are used. In order to do this, I tried using a resource provided by the National Women's Studies Association that produces Introduction to Women's Studies syllabi. This resource was not applicable to my

sample since it was produced prior to many of the textbooks being published, in 2007. With fewer time constraints, this sample would be best verified and acquired by gathering syllabi from professors and universities over the United States, but it was not within the capability of this project.

Data Analysis

To perform content analysis, I examined each book for every possible incidence or mention for sex work, pornography, or related topics. As previously explained, the possible terminology and content considered relevant was broadened to include finding locations where the focus of my research may be present, but strict to only covering relevant topics in my analysis. When each textbook was approached, I first examined the Table of Contents to identify potential readings that may deal with sex work and pornography. In this, it was noted under what sections or chapters, and the specific reading. Next, I examined the index line by line for any relevant terminology. At this point, I remained broad in my notations in order to not miss any possible reference to sex work and pornography. Possible references would include authors that have written work on similar topics, or even terms that may not be related such as “sexuality” or “sexual harassment.” Such references were investigated to clarify their relevancy. Some textbooks did not have an index, and therefore that step was skipped. Lastly, I went through every page of the textbook and looked for relevant terminology, such as sex work, prostitution, pornography, porn, exotic dancing, erotica, etc. In some cases, this proved a necessary step since there were items not mentioned in the index that dealt with sex work or pornography.

Using various methods of notating where relevant information could be found, I approached each of the books and examined their contents. I used a standard template I created (see Appendix A) for each where I coded the title, author, publisher, edition, and year at the top of the template. At the top of the template, I provided overall comments on the purpose of the textbook (meant for an introductory overview, focusing on one particular topic, etc.). Then I took notes on the Table of Contents, listing where pornography and sex work are mentioned, and under what sections/headings. I did the same for the index, noting terminology used to describe the information (An example can be found in Appendix C). For example, one edition of a text will list “sex work” and then page numbers, while the next edition used “sex work, *see prostitution.*” All possible content used for analysis was considered in my notes.

Then, on the same template, I would go through each of the relevant readings I had found in my previous notations. I coded notes on the reading, including quotes that dealt with the topic. Within these notes, I sometimes chose to make comments on my reaction to certain quotes or observations on the material. Then I asked a series of questions regarding each reading:

- a. Is sex work/pornography a main part of this work?
- b. Who wrote the piece?
- c. What does the author say about pornography/sex work?
 - a. Main arguments
 - b. Historical Coverage
 - c. How do they cover these topics?

- d. Who do they quote?
- e. Key Words/Terminology Used
- f. Definitions
 - a. How does the author define pornography?
 - b. How does the author define sex work?
 - c. How does the author define the sex industry?
- g. Why are they talking about sex work/pornography?
- h. Overall Opinions

In each of these question sections, I coded as much information to answer the questions as possible, including any relevant quotes. If the author did not make any reference to a part of a question, that was also noted. For example, if the author did not define the sex industry, I made a note of their lack of definition, and any possible information that may have been a definition. For an example of a full coding template, see Appendix C.

As will be shown in my results section, I have then constructed an overall portrait of each textbook, which represents the first level of coding used in my analysis. Secondly, I continued coding these results and found the need to report on various other issues within the textbooks as a whole, such as the voices of sex workers, historical contexts, and terminology. Additionally, I have composed a table that provides a visual aspect to the result reporting. In this table, there is a list of every textbook, whether they mention pornography, whether they mention sex work, and two additional columns for mentioning feminist debates on each topic. Where relevant, a textbook received an “X” within the appropriate box. This

does not provide a visual aspect to how much coverage there was in each text, but does create visualizations of any major absences. I have then taken all of this information and constructed categories on patterns found throughout the textbooks and on teaching sex work and pornography in feminist classrooms as a whole.

Hypothesis

My hypothesis is that textbooks which were written more recently or are edited works are more likely to have more positive views and discussions of sex work and pornography or coverage of multiple sides of these debates. As sex work is an emerging topic in feminist studies, I believe the more these topics have been written on, the more they will be included in these textbooks. Edited works are considered to be more likely to hold comprehensive discussions because they offer insights from multiple contributors. Discussions of pornography are expected to be more in-depth than sex work, since pornography has been part of the mainstream feminist debate for the past four decades. It is also assumed that mentions of pornography and sex work will be sparse, and will most likely be in sections related to social issues, violence against women, or masculinity. These assumptions are based on my personal relationship with introductory textbooks and past reading on the subjects.

Defense of Method & Other Methods

Content analysis is the best method to use for this topic because it shows directly how pornography and sex work are being discussed in introductory Women's Studies textbooks. The number of textbooks I have chosen should

provide a large enough sample size to indicate similarities between the variables, edited works and dates of the works, and how sex work and pornography are being discussed. Looking at textbooks that are currently being used in classrooms or are produced by publishers that frequently provide textbooks to introductory Women's Studies classrooms provide an accurate picture on the textbooks actually being used. If I analyzed Women's Studies textbooks that were not currently being used it may not reflect how these discussions are currently being framed. In considering how to determine what textbooks are being used, I considered other possible methods. First, I considered using the National Women's Studies Association's website which provides a large number of syllabi for Introductory Women's Studies courses. Unfortunately, this resource was last updated in 2007 and I felt this was too out of date to provide relevant texts. This turned out to be true, since the majority of the textbooks actually used in this study did not have the used editions out in 2007. Second, I considered contacting publishers to determine which of their textbooks were most popular. I was led away from this task after seeing how many publisher and textbook options there were out there. Based on the textbooks gathered for use in this study, many come from the same publisher, McGraw Hill, and many are non-traditional textbooks. This avenue may have revealed entirely different textbooks, which should be considered in future research.

There are some other possible methods that could have been used in this research. Student and teacher narratives of the pedagogy of sex work and pornography within an introductory Women's Studies classroom could have

come from personal interviews. This method would provide a closer look on how these topics are being discussed in the classroom, but textbooks can be used as a content shaper to the entire course. Although supplementary texts can be provided, the textbook is normally a student's first encounter with the material before the professor teaches it. Secondly, I could have chosen to create a questionnaire to send out to introductory Women's Studies faculty asking them to provide information about how they teach sex work and pornography and explaining their choices and pedagogies. Lastly, I could choose one or two classes to analyze in a case study regarding the pedagogy of pornography and sex work. The problem with this method is that using only one or two classrooms will not provide a large enough picture of introductory Women's Studies classrooms as a whole. Therefore, considering other methods, content analysis of solely textbooks was chosen as my methodology for this particular research.

Further analysis may be needed on the way these textbooks are being used in the classroom, whether or not they are being supplemented with other texts or in class discussions. In addition, this research should be continued as more professors provide what textbooks they are using in their classroom. Ideally, every introductory Women's Studies professor would be able to share their syllabi and their textbooks would be analyzed along with other materials and planned discussions on these topics. Since this method would not be feasible at the moment, using ten textbooks should provide a strong analysis for how these terms are being used in introductory Women's Studies textbooks.

Chapter Four

Results

Introduction

In this chapter, I will summarize my findings on the coverage of sex work and pornography within the Introductory Women's Studies textbooks. There are three main focuses in these results. First, taking each textbook as a case study, I will report the coverage of the topics of sex work and pornography as a whole within each textbook. This will reflect the omission or discussion of these topics within each text and the ways in which it is covered. Second, I will examine the integration and marginalization of sex work and pornography within the relevant readings and the textbooks as a whole. Following that discussion, the results will contain information on the sections where discussions of pornography and sex work are held. Next, the content will be analyzed on its vocabulary usage and terminology to discuss the topics of sex work and pornography. Finally, I will discuss the two textbooks in which I was able to study two editions from each and compare how each topic was covered. This data will include tables summarizing the changes between each edition.

Overall Coverage of Sex Work and Pornography

The amount that sex work and pornography was covered was a large portion of this project and this will be discussed from many aspects. I chose to report results on the overall coverage in order to show whether the topics are being discussed in the textbooks or are left out. Additionally, in this section I will

discuss various aspects of the coverage of these topics: historical, current, and feminist arguments presented on these issues. These results are important because it will uncover the larger picture on how the topics of sex work and pornography are being portrayed in the textbooks being studied. The textbooks are discussed in alphabetical order by first author or editor.

Heldke and O'Connor

The textbook edited by Heldke and O'Connor has a different aim from the other textbooks considered in this research. It should be noted that the goal of this text is not to be an overall coverage of Women's Studies and does not intend to be a balanced look at racism and sexism from multiple sides. Therefore, any discussion of sex work and pornography will be looking at these topics from a viewpoint of uncovering oppression. In this textbook, there is one reading that focuses on the topics of sex work and pornography. Carole J. Sheffield contributed "Sexual Terrorism; The Social Control of Women." This reading lists prostitution as means of victimization of women and pornography as a method of control of women. Sheffield's reading considers pornography to be "propaganda of sexual terrorism" (167) and that the word pornography is derived from the Greek word *porne*, which refers to a sexual slave.

This reading does focus almost entirely on the problems associated with pornography and its oppression of women. The author does make a small, brief reference to the other side of the feminist sex wars. Sheffield describes the pro-pornography side of the debate as based on civil liberties and the argument over problematic alliances with groups that are anti-feminist. There is a note following

the reading in which she describes the feminist debates further. She sees the anti-pornography side of the debate as “radical feminists” who perceive “not only pornography but all forms of sexuality based on dominance and power inequality as supportive of the patriarchal sex/gender system.” (179). On the other side of the debate are “libertarian feminists” who argue “that feminism must stand for liberation from the narrow confines of male-defined traditional sexuality, that women must be allowed to find sexual pleasure in a variety of hitherto forbidden ways, provided only that relationships are consensual” (179). She then asserts that we should find a middle ground between the two groups that would define “a female sexuality that is both liberating and noncoercive” (179). Lastly, she worries that radical feminism’s influence and suppression of pornography may “herald a new wave of Puritanism that would once more deny to women the ability to define and control their own sexuality” (179). The final note attached to this reading seems to provide a more in-depth view of the feminist debates related to pornography than provided in the article itself. The article does look at pornography as sexual terrorism and social control, which is valid in the context of a book on oppression.

Kimmel

Kimmel (2011) covers only pornography in his textbook. The aim of this textbook was to be an introductory text to Gender Studies, including both masculinity and femininity studies. The framework given for the content is the examination of gender in biology, anthropology, psychology, sociology, and gendered worlds of “family, education, work, friendship, love, sexuality, and

violence” (Kimmel 2011) Discussions of sex work and pornography could fit within the framework provided by the book, but only pornography was covered. Pornography is covered under the section headings of Sexual Harassment, The Gendered Media, Porn in the USA, and The Gendered Body. Overall, Kimmel dedicated a total of nine pages to the topic of pornography and zero pages to prostitution or sex work.

When pornography is covered within this book, it’s looking at it from a gendered context. Overall, pornography is mentioned in the contexts of gender and the media and the formation of male sexuality. The way pornography is discussed shows it to only be representative of male sexuality, and he only makes a brief reference to women’s viewership of pornography. In this brief mention, he does note that even though women used to feel that viewing pornography was unfeminine, now they can watch pornography and openly discuss liking it. In seeking out the opinions of pornography researchers and activists, Kimmel only quotes anti-pornography activists, including Lillian Rubin, John Stoltenberg, and Pamela Paul. In the case of the feminist debates, Kimmel makes no mention to a pro-pornography viewpoint within feminism. He appears to agree with anti-pornography feminists, in saying that even though the argument doesn’t have any empirical evidence to prove the negative effects of pornography, that it’s hard for him to believe otherwise.

Scholz

In Sally J. Scholz’s text has a few brief mentions of pornography and sex work, and covers them the most in her chapter “Schools of Feminist Thought”

under the heading “Radical Feminism.” She discusses radical feminist thought on pornography and how they see it as a male control of female sexuality. In this description, she does not provide any feminist counterarguments. When covering other schools of feminist thought, she does not mention other views on pornography. Sex work is only briefly covered in her discussion of human trafficking, in which prostitution is argued to be connected to human trafficking. For example, she says that some radical feminists would consider prostitution as a mild form of human trafficking. This book was intended to be a beginner’s guide to feminism, as implied in the title.

Shaw and Lee – Fourth Edition

The fourth edition of the Shaw and Lee text has four different explicit sections and “readings” dedicated entirely to the topics of pornography and sex work. These four parts are divided up amongst three chapters, Chapter Eight, Chapter Nine, and Chapter Ten. The book has thirteen chapters in the book total. This book is set up so that each chapter begins with the editors describing the topic to be covered in the chapter and then there are “Readings” following that discussion. Three of the relevant works are “Readings” and one has a place within the chapter information. The first work dealing with a related topic is Kimberly Klinger’s (2003) reading “Prostitution, Humanism, and a Women’s Choice.” This falls under Chapter 8: Women’s Work Inside and Outside the Home. By placing the reading in this chapter, the book is recognizing prostitution as a form of women’s labor. Klinger’s reading is a good introduction to students who may have not been aware of the debates about sex work. The reading

asserts that third wave feminists are more open to a sex-positive stance, while separating anti-sex work arguments to be second wave. Klinger chooses to frame this argument around choice. She provides information on the demands made by sex worker rights organizations and the World Charter for Prostitutes Rights from 1985. The reading also explains the differences between legalization and decriminalization. She provides both coverage of the sex worker's rights and anti-prostitution sides of the debates, while clearly falling on the sex worker's rights side herself. She mentions that she supports the decriminalization of prostitution in the United States.

. In Chapter Nine, the editor's note that pornography is a large percentage of Internet traffic and the pornography industry revenue, but does not make any reference to feminist debates on this issue. Pornography is mentioned again within the chapter in discussions of the male gaze. Here the editors make it clear that they are in opposition to pornography "although many feminists, ourselves included, oppose pornography, others, especially those described as 'sex radicals' feel that pornography can be a form of sexual self-expression for women" (460). Before that quote, they discuss the violation, domination, and fetishism of women, specifically women of color. After the quote, they explain that sex radical feminists believe women are taking control of their bodies and their sexuality through pornography. Following Chapter Nine is the reading "Pop Culture Gone Wild" by Jessica Valenti, this reading is from Valenti's *Full Frontal Feminism* which is also included in this analysis. This reading covers the aspect of porn culture, the feminist critiques of it and Valenti provides advice on how to

navigate it and make decisions for yourself. A full description of this reading will come in the results for Full Frontal Feminism.

Chapter Ten in the textbook is titled “Resisting Violence Against Women” and it contains the only other section on pornography written by the editors, and then two separate readings following this section. As can be assumed by the title, this chapter is focused on violence against women and therefore discussions of pornography and sex work would most likely relate to violence. The section written by the editors is simply titled “Pornography.” In this section, the authors provide examples of acts that are in pornography, and states that it is based on abuse and objectification. They separate “hard-core”, example given is “Hustler”, and “soft-core”, example given is “Playboy”, pornography with a continuum in-between. This does give acknowledgement that not all pornography is hard-core, abusive, or legal. The authors do not argue for or against pornography explicitly but they only quote anti-pornography writers and statements. Catharine MacKinnon and John Stoltenberg were the only people quoted and they both write against pornography. Even though multiple sides of the debate are mentioned, the anti-pornography side is more heavily covered and is the only one mentioned to be feminist. Again, the coverage of violence within pornography is to be expected within this chapter.

The first reading following Chapter Ten that is relevant to sex work is Alice Leuchtag’s “Human Rights: Sex Trafficking and Prostitution” (2003). This reading is focused on sexual slavery and involuntary sex trafficking. Even though this research separates the concepts of “sex trafficking” and “prostitution,” this work is

considered relevant since the author is not separating the two concepts or terms. She also does not view “sex work” as a valid term, and only uses it in quotes throughout the reading. Overall, Leuchtag describes sex trafficking as always connected to prostitution in that one supports the other, and that they exist on a continuum. Instead of separating voluntary prostitution from involuntary sex trafficking, this reading asserts that the consent of prostitutes is meaningless. She believes that any law against trafficking should also be against voluntary prostitution. Lastly, Leuchtag is openly against the legalization or decriminalization of the purchase of sex.

Even though her personal views are clearly anti-prostitution, Leuchtag does mention some debates among groups and countries during discussions of trafficking laws. In discussing this debate, she provides no historical context to feminist debates about prostitution, and in fact only uses “feminist” when referring to anti-prostitution positions. This reading quotes mostly anti-prostitution writers and groups, including Donna Huges, Janice Raymond, Coalition Against Trafficking in Women (CATW) and Kathleen Barry. She does mention one argument on the other side of these debates from the International Labor Organization (ILO), which is not associated directly with feminism. Therefore, it appears that feminists are against prostitution, while there are other outside debates on the other side of the argument for proposed anti-trafficking laws.

The last reading relevant to the discussions of pornography and sex work is titled “Pornography and Freedom” written by John Stoltenberg in 1989. The main arguments made by Stoltenberg in this work are that: pornography is not a

representation of sexual freedom, pornography is harmful to women, pornography perpetuates male supremacy, pornography keeps sexism sexy, makes only inequality thrilling and equality/mutuality boring, and enforces cultural homophobia. This writing is written entirely from an anti-pornography side while not mentioning any arguments from other perspectives. He does mention that sexual freedom is usually about preserving male supremacy and male defined sexuality. Stoltenberg believes that the idea of sexuality as separate from suppression and restraint is not a reality. Understandably, this reading is within a chapter on violence against women, but this writing makes no reference to a pro-pornography side of feminism, or a possibility for pornography that is not harmful to women.

Overall, the fourth edition of the Shaw and Lee text provides more readings dedicated to the topics of sex work and pornography than the other textbooks, but three out of five of these readings are under the topic Violence against Women. Only one of these readings really goes into feminist debates that are not against sex work. There is no coverage of a pro-pornography or anti-censorship debate amongst feminists. Arguably, there is equal coverage of both anti-sex work and pro-sex work claims in this text, but pornography is only seen from an anti-pornography view, with only a brief mention of pro-pornography arguments.

Shaw and Lee - Fifth Edition

In the fifth edition of the Shaw and Lee text, there are differences to how sex work and pornography are covered. These two editions will be compared in a

later section, but new items in this fifth edition will be described in full. The fifth edition, in regards to sex work and pornography, still uses the same content within the book sections, but some of the readings are different or removed. The sections on pornography in both Chapter Nine and Chapter Ten remain the same, but all other mentions of pornography have been removed. The Klinger reading after Chapter Eight was replaced with Carol Leigh's "The Strange Relationship Between Feminism and Sex Work" in Chapter Eight: Women's Work Inside and Outside the Home. As an introduction to this reading, the authors comment on what the reading focuses on, but begin with noting that sex work is one of the most female-segregated jobs and that "women workers have often struggled to control the conditions of their work against the demoralization and abuse by customers, pimps, and police" (407).

Carol Leigh's article provides an overview of the "sex wars" and debates about sex work in feminism. Leigh starts the reading by noting that "the women's movement in the U.S. has always been ambivalent about prostitutes" (446). She provides a history of the sex worker rights movement, including organizations such as COYOTE (Call Off Your Old Tired Ethics) and the Sex Workers' Outreach Project (SWOP). Leigh also covers feminist abolitionists who are for the criminalization of the sex industry and organizations such as the Coalition Against Trafficking in Women. Additionally, she mentions how the anti-prostitution pledge and the anti-prostitution loyalty oath used in HIV-AIDS funding internationally harms sex workers. The reading is closed with Leigh noting that the first step in finding common ground between the two sides of the sex wars is

to “acknowledge the role that feminists have played in the current criminalization and stigmatization of sex work” (448).

Taylor, Whittier, and Rupp

In *Feminist Frontiers*, the authors have brief mentions of pornography throughout the book, but the only relevant readings focus on sex work. There are three readings that are related to the sex industry. First, is under Part Two: Gender, Culture, and Socialization with another header of Section Three: Representation, Language, and Culture. The reading is titled “I see the same Ho’: Video Vixens, Beauty Culture, and Disaporic Sex Tourism” by T. Denean Sharpley-Whiting. In this reading, Sharpley-Whiting focuses on sex tourism and prostitution in Thailand and Black male culture. She doesn’t frame any of this discussion on whether prostitution is right or wrong or within any feminist viewpoint. Secondly, under Part Three: Social Organization of Gender, Section Nine: Violence Against Women, contains the reading “Sex and War: Fighting Men, Comfort Women, and the Military-Sexual Complex” by Joane Nagel. This reading discusses the increase in prostitution at military bases, but Nagel separates the effect on women between voluntary and involuntary prostitution. She doesn’t focus on either the exploited workers or the well-paid women, but provides the context of the military-sexual complex that has historically occurred.

The last reading in the book has a primary focus on discussing feminist views of prostitution. Under Part Four: Social Change, Section Ten: Global Politics and the State is Jo Doezema’s “Forced to Choose: Beyond the Voluntary v. Forced Prostitution Dichotomy.” This reading provides an overview of feminist

and other discourses towards sex worker experiences and sex worker's rights. She provides a history of prostitution becoming part of the international political agenda through feminist efforts and then illustrates the problematic way of viewing prostitution is either voluntary or forced. Doezema's argument is that replacing the abolitionist model of prostitution with a voluntary/forced dichotomy forces sex workers to identify as either a madonna or a whore. Doezema covers the sides of the arguments very matter of fact, and doesn't appear to frame them on two opposite sides. Instead, the abolitionist model is framed as one way of handling international prostitution issues, and is being replaced by the idea that some workers are in the sex industry by choice and others are forced into it. Instead of arguing for either sex workers rights or abolition, Doezema argues for a restructuring of the argument around ideas outside of "choice."

Tong – Third Edition

This research also includes the third edition of Rosemarie Tong's *Feminist Thought*, and similar to the editions of Shaw and Lee, an analysis of changes will be provided in a later section. Tong's *Feminist Thought: A More Comprehensive Introduction* third edition is meant to be an introduction to various feminist ideas and identities. Therefore, it is expected that the various debates in feminism be covered to provide an introduction to feminist thought. The book is divided up by feminist identities such as: Liberal Feminism, Radical Feminism, Marxist and Socialist Feminism, Multicultural, Global, and Postcolonial Feminism, and Ecofeminism. Sex work is mentioned in two of these chapters: Chapter Three: Marxist and Socialist Feminism and Chapter Six: Multicultural, Global, and

Postcolonial Feminism. Pornography is also mentioned in two chapters: Chapter Two: Radical Feminism and Chapter Seven: Ecofeminism.

The section titled “The Pornography Debate” can be found under Chapter Two: Radical Feminism. This reading uses the term “radical-libertarian feminists” to describe pro-pornography feminism and “radical-cultural feminists” to describe anti-pornography feminism. She provides theoretical views of both of these sides, which equal coverage of both arguments and explaining the various points of views and the reasoning behind them. Tong provides good historical coverage of the pornography debates, including legislation and the Barnard College Conference. Even though Tong only quotes anti-pornography feminists, such as Catharine MacKinnon and Andrea Dworkin, she does include some arguments from the Feminist Anti-Censorship Taskforce (FACT), but no direct quotes.

The views of radical-libertarian feminists are presented as advocating for the use of pornography in order for women to reclaim their sexuality and sexual desires. In her coverage of the radical-libertarian feminist viewpoints, she mentions that they felt women should be able to view and enjoy every sort of pornography, including violent pornography. Tong notes that the increase of the radical-libertarian feminists’ support of pornography led to an increase of the radical-cultural feminists’ opposition. Radical-cultural points of view were described as insisted that pornography harms women with only rare exceptions. The arguments highlighted by this side were that pornography encourages men to act in harmful sexual ways toward women, including domestic violence, sexual harassment, and rape. Also, that pornography leads to acceptance and seeking

out sexual abuse by women because of their low self-worth. Tong does mention that radical-cultural feminists were unable to prove that exposure to pornography directly causes the defamation of women or the harm of women's bodies.

This discussion of radical-libertarian views versus radical-cultural views provides the most in-depth and equal coverage of multiple sides out of all the textbooks. Tong also provides a historical background of the debates, starting with Feminist Anti-Censorship Taskforce (FACT) joining with non-feminist free-speech advocates attempting to work against the 1980s anti-pornography legislation proposed by Catharine MacKinnon and Andrea Dworkin. She then mentioned that the debates broke out during the 1982 Barnard College sexuality conference. This is the only text in which these historical events were mentioned within discussions of pornography and feminism.

The word pornography has another instance in the index and it is a quote made about ecofeminist thought. Under Chapter Seven: Ecofeminism, Tong quotes Susan Griffin who compared pornography as a cultural revenge against nature and as men's revenge against women. Tong goes further to explain that by this, Griffin notes that women's bodies are used to sell commodities and the "body" of nature is similarly violated for commodities to be made. This shows pornography as a violation of women's bodies, and is construed negatively in this narrative.

Within this book, prostitution and the sex tourism industry are also briefly mentioned. Under Chapter Three: Marxist and Socialist Feminism and the section "The Marxist Theory of Economics," Tong illustrates the arguments about

prostitution and choice. Here, it is noted that liberal ideologies make claims that women who work as prostitutes or surrogate mothers are making a preferential choice over other jobs. According to the text, Marxist and socialist feminists believe these choices to be more coerced than free. This discussion does provide two sides to the argument of choice in prostitution, but doesn't necessarily state that the "liberal ideology" is a feminist one.

The only other instance of sex work being mentioned is in discussions of the sex tourism industry. Under Chapter Six: Multicultural, Global, and Postcolonial Feminism, and the section "Focus on Global Production Issues," it is mentioned that women are a large portion of the tourist industry in most nations, including the sex tourism industry. Tong uses the word "notorious" to describe the industry and goes on to explain that it "caters to businessmen who pay for the sexual services of women in the countries they visit" (pp. 223). This seems to be a very matter-of-fact presentation of the industry, with no arguments for or against.

Valenti

Jessica Valenti's *Full-Frontal Feminism* is targeted towards people first encountering feminism and approaches the subject in a non-academic way. Even though this is not a textbook in the traditional sense, for the purpose of this study, a textbook is considered a book currently being used in classroom instruction. This book is aimed towards young women, and uses the tagline "A Young Woman's Guide to Why Feminism Matters." The word pornography and references to it occurs in various places throughout the text. In Chapter Three:

Pop Culture Gone Wild, Valenti discusses the role of sexuality in popular culture. She argues that our culture has become pornified, and that this is not particularly a bad thing, but it has potential negative effects. Valenti states the main problem with porn culture is that women who don't approve are considered prudes and women who embrace it are considered sluts. In this discussion, when providing quotes from writers such as Ariel Levy, explains feminist positions on pornography and sex work. She states that "Levy is part of a group of feminist thinkers who aren't too pleased with some of the theory coming from younger feminists – some of whom say that things like sex work or stripping can be empowering, because it's subversive or because hey, it's fun" (pp. 47).

Therefore, Valenti provides a quote from an anti-pornography perspective, while also explaining the sex-positive views. Valenti doesn't specifically take sides herself, but does question Levy's ideas. In this chapter, Valenti doesn't cover the historical debates in feminist views of pornography, but does provide a discussion of the arguments. One of her side boxes in the text states "The world's first Feminist Porn Awards were given in June 2006 in Toronto, Canada" (pp. 53).

Valenti does make a reference to the feminist "sex wars" in Chapter Nine: I Promise I Won't Say "Herstory." In her coverage of the second wave, she notes that the "sex wars" happened and that there was a clash between "not-so-anti-porn feminists" and anti-porn feminists. She mentions this very briefly, along with a few other topics, but notes that readers should seek out the resources in the back of the book for more information. The discussion of the third wave does

allow for more discussion on feminist views of pornography. Valenti, in an attempt to show that everyone has their own version of feminism and feminist ideals, state that feminists shouldn't be able to argue that you're "not feminist enough" if you're not against porn.

The two last references to pornography in the text are having to deal with designer, model vaginas in porn and making decisions about choosing to "go wild." Valenti notes that readers are able to "go wild," making references to the Girls Gone Wild videos if they feel as though it's honestly for their own pleasure and not because their friends are doing it. Lastly, despite references additional resources about second wave topics, such as the sex wars, in the back of the book, there are no resources mentioned about pornography or sex work. Overall, this book provides a good beginner's guide on how to deal with a "pornified" culture, why it can be problematic, and the feminist opinions on these issues including pornography and sex work.

Contexts of Sex Work and Pornography

Throughout this study, it has been important to note where the discussions of sex work and pornography are taking place. In my original hypothesis, I believed that any mentions of sex work and pornography would take place under discussions of sexuality, violence against women, or masculinity. What I found was that pornography was most often in sections dealing with Media (three occurrences) and Feminist Thought (three occurrences). Pornography was mentioned in sections dealing specifically with violence in two of the texts, and in only one did pornography have its own chapter.

Discussions of sex work were most often within chapters dealing with international issues, which occurred in three of the textbooks. These were typically discussions of sex trafficking that related it back to prostitution. Secondly, sex work was also mentioned in chapters on violence against women, women's work and feminist thought, all with two occurrences. Only one book included sex work within their chapter on culture.

Integration and Marginalization

Where sex work and pornography are discussed in the text is important to assessing the value placed upon this information. The debates about sex work and pornography have been marginalized in some of these textbooks, where it is set out separate from other discussions. The most obvious example of this is in the Heldke and O'Connor text, in which the reading does not mention the feminist debates until a footnote at the end, where she explains in great detail the variety in feminist viewpoints on pornography. If a classroom was teaching off of this reading, a teacher could be attempting to use the footnote to get an important point across.

In most of the other textbooks, discussions of sex work are set apart from other forms of labor. Only the two editions of the Shaw and Lee text associated discussions of sex work or prostitution with women's work. This marginalizes these discussions to be outside the realm of labor issues. Sex work is only integrated to labor issues, international issues, or sex trafficking. By international issues, I mean that the textbooks are framing sex work within discussions of countries outside the U.S. and global feminism. These issues are framed as if

they are outside of the U.S. and not something associated with the U.S. economy and women's labor rights. Only in a few readings was the sex worker rights movement within the U.S. addressed, and only in the Shaw and Lee texts were portrayals of the sex industry in the United States included. Even in these textbooks, there was only one U.S. based reading included. This does not mean that international coverage of these issues is not important, because this is also crucial, but sex work should not be framed as non-existent within the U.S.

With pornography, these arguments are being integrated into sections on the media and feminist thought. Discussions of pornography, except in the case of Heldke and O'Connor, have not been marginalized from other relevant topics. The only marginalization occurring is the lack of discussion of the feminist debates on these issues or presenting completely one-sided approaches. This marginalization is not blatant, since the lack of information or misplacement is not noticed until looked for. Pornography was also separated from other forms of media. This study has found that pornography, even when included in discussions of media, is never considered just another form of media similar to television, movies, and advertisements.

Implications of Terminology

In the discussion of sex work and pornography, researchers and writers on this topic use certain terms to better describe their arguments than others. Additionally, terminology can highlight the way these topics are being framed. The words frequently used by the authors can be used to examine how they are approaching this issue. Some mention of terminology has already been provided

in the reporting of results in each textbook, but this section will be an overall look at the terms used by these introductory textbooks. Terminology can sometimes be associated with one particular side of the arguments on sex work and pornography, and therefore it is important to examine the terms chosen by textbook authors and contributors.

One of the most obvious instances of terminology is whether authors use “sex work” or “prostitution” to describe what this study has been framing as sex work. Authors have explicitly noted that they do not use the term “sex work” to describe prostitution, such as Leuchtag’s reading in the fourth edition of Shaw and Lee. Many of the other textbook readings don’t directly address why they are using certain terminology to describe sex work or pornography. When discussing pornography, authors will use “hard core” as a term to separate pornography they view as particularly harmful to women (Kimmel, Shaw and Lee). Sometimes this will be followed with a discussion of less harmful pornography, which implies that pornography does not all have the same level of “hard core” content.

Reinforcement of Binaries

Other important notes in terminology are the associations of arguments with various feminist viewpoints. In books that discuss the sex wars, they have framed these arguments using different words to describe the sides. In discussing pornography debates, terminology that was used to describe the “anti” side includes “radical feminists” (Heldke and O’Connor and Scholz), “many feminists” (Shaw and Lee [4th and 5th Edition, Ch. 9]), “radical-cultural” (Tong 2nd and 3rd edition), and anti-porn feminists (Valenti). To represent pro-pornography

feminists, the terminology that was used was “libertarian feminists” (Heldke and O’Connor), “sex radicals” (Shaw and Lee [4th and 5th edition, Ch. 9]), “radical-libertarian” (Tong 2nd and 3rd edition), and “not-so-anti porn feminists” (Valenti). These terms highlight how each book framed the debate. For example, in Valenti, she did not re-enforce the binary completely, but just set the debates up as anti-porn versus not-so-anti porn, opening it up to polymorphous paradigms. The three textbooks that gave terminology to the debates on sex work framed it as “second wave” versus “third wave” (Klinger reading, Shaw and Lee, 4th edition), “feminist abolitionists” versus “sex worker rights movement” (Leigh reading, Shaw and Lee, 5th edition), and the dichotomy between “voluntary” and “forced” views (Doezema reading, Shaw and Lee, 5th edition). Each of these re-enforces a binary between two sides, while Doezema is arguing against the dichotomy of choice in prostitution.

In using terminology to highlight the framing of these issues, I used word clouds to display what words were used frequently. In the making of these clouds, I used quotes directly from the text from the readings that were about sex work and pornography. Although these word clouds do not depict the entire picture of how sex work and pornography were framed, they give a visual representation of word frequency. These clouds can be found in Appendix D. I have used online tools to construct word clouds for the four textbooks I believed would best show how word frequency can reflect framing. When examining what can be seen in these clouds, it is best to consult the images in the appendix, as this is primarily a visual representation that is briefly explained in text. In the

Kimmel text, the focus was primarily on pornography's relationship to gender and masculinity. Therefore, the largest words in the word cloud are dealing with that focus. In Heldke and O'Connor, the focus of the relevant reading was on pornography and the oppression of women. The words that appear largest in this word cloud are "women," "pornography," and "sexual." Second largest words that can be seen are "terrorism" and "control" which give visual representation to the focus of this reading. The third cloud is a representation of the fourth edition of Shaw and Lee, in which the readings focused legal approaches to prostitution, and feminist viewpoints towards pornography. Lastly, I have presented a visual representation of Tong's third edition where her focus is on theoretical approaches to pornography.

Changes in Readings over Editions

As previously mentioned, in this research two editions of two textbooks were reported as being currently in classroom use. This section will compare differences between the fourth and fifth edition of Shaw and Lee's *Women's Voices, Feminist Visions* and Rosemarie Tong's *Feminist Thought*. I have previously reported the content of these two texts without pointing out what has changed specifically. This section will examine changes the different editions by readings offered, where the discussions of pornography/sex work are placed within the text, and terminology used.

The most changes between editions happened with the Shaw and Lee texts. The only differences within the Tong editions were changes to chapter locations in regards to sex work and pornography. With Shaw and Lee, the

relevant readings changed or were removed in each textbook. In both editions, there was one reading related to sex work within the labor section. Both the Klinger reading and the Leigh reading were written from a pro-sex work perspective, but did present multiple sides to these debates. The text written by the editors themselves in relation to pornography stayed the same in both editions. The post-chapter readings that appeared in the fourth edition related to pornography were taken out in the fifth edition, leaving only the editor's comments to cover pornography throughout the text. There is also one important note in relation to the index in both editions. In the index of the fourth edition, "sex work" is listed with corresponding page numbers next to it. In the fifth edition, "sex work" is also listed, but states "see prostitution." This is a particularly interesting shift in terminology, since in the fifth edition, there is a reading with "sex work" in the title, while the fourth edition has a reading with "prostitution" in the title. It would almost be an obvious choice if this change was switched and appeared in the fifth edition as "sex work." It is unclear why the editors or publishers chose to list the index in this fashion, but I believed it was important to report. In this, it appears that the hypothesis that more recent books would have more information on these topics is incorrect, since information on pornography was taken out, not added.

As previously mentioned, the two editions of the Tong book did not have much difference between them. The largest difference is that, with this and other topics, smaller subsections have been added into the table of contents. The discussion on pornography remains in the same depth in both the second and

the third edition, but the third mentions the section on pornography in the table of contents. This could make it easier for students seeking out information on feminist views of pornography.

Voices of Sex Workers

One large issue left out of the discussion of sex work is the voices of sex workers. During my coding, I took notes on who was quoted in each one of the readings. Never once was a sex worker quoted on his, her, or their own profession. This can largely be critiqued in textbooks such as Shaw and Lee that use the title “Women’s Voices, Feminist Visions” as their starting point. They do include multiple women’s voices on these issues, but not the voices of sex workers. The one almost exception from this is in the Fifth Edition of Shaw and Lee where Carol Leigh wrote the reading on the sex workers rights movement. Carol Leigh describes herself in her other work as a prostitute, but does not do so in this reading. It is unclear whether she chose not to describe herself in that way, or if the editors requested it to be that way. Other than Leigh, no sex workers are being included in this discussion about their profession.

Lack of Historical Context

Rarely was there any historical information provided on how sex work has been framed within feminism. It is important to frame these discussions both in the historical debates about sex work, but also how these debates have shifted over time. Additionally, there is little talk on the effects of U.S. feminism on international law and policy towards sex work and prostitution among the ten textbooks. The Shaw and Lee textbook provides the best coverage of the history

of the Sex Work Rights Movement and how U.S. feminism has framed the debates on prostitution, sex work, and trafficking internationally. Other textbooks, unfortunately, have not expanded on these issues.

Women as Consumers of Pornography

Only two of the textbooks in this sample considered women as consumers of pornography. In Kimmel, men were associated with viewership of pornography, while women read romance novels. In Valenti, she speaks to the idea of women wanting to be involved in pornography as participants, but not as viewers. These two views separate men as the viewers and women as the participants that are being viewed. By not acknowledging women's viewership, it's framing pornography as only for men, and assuming that women do not view porn. The two textbooks that do discuss the potential for women's viewership are the two editions of Tong, in which the radical-libertarian view of feminism supports women viewing pornography as a way to act out fantasies and achieve sexual empowerment.

Best Coverage

The presence of the topic of sex work or readings on relevant topics does not automatically make the coverage good. This study is not only looking for the presence of the topics, but also how they are covered. It was in the details that many of the textbooks failed to present a well-rounded portrait of sex work in the feminist context. The two readings I believe have best covered sex work are within the fourth and fifth editions of Shaw and Lee. The first reading is Kimberly Klinger's piece "Prostitution, Humanism, and a Women's Choice" from the fourth

edition. Secondly, Carol Leigh's "The Strange Relationship between Sex Work and Feminism" from the fifth edition. Both of these readings provide historical aspects of the debates about sex work within feminism, information and statistics on the sex industry, and presents information on why sex work is an important topic to cover in feminism. Both of these readings took a pro-sex work stance in their writing, but that was simply coincidence. The third reading I found that covered sex work in the best manner was within Heldke and O'Connor, "Sexual Terrorism: The Social Control of Women" by Carole J. Sheffield. This reading is entirely dedicated to explaining how prostitution is sexual terrorism, and a feminist argument against it. Where this reading presents other arguments are within the "notes" section. In this section, Sheffield provides an overview of the feminist sex wars, and divides feminist viewpoints on pornography and sex work between radical feminists and libertarian feminists. She additionally finds a middle ground for these debates. The fourth potential "best" reading would be Alice Leuchtag's "Human Rights: Sex Trafficking and Prostitution" also from the fourth edition of Shaw and Lee. The problem with this reading is that even though other feminist viewpoints are mentioned on the topic of prostitution, these viewpoints are never labeled as "feminist." It could be assumed, by those approaching the topic without previous knowledge, that there is a feminist viewpoint which posits prostitution as exploitation, but non-feminist others who disagree. It is vital that sex work is not deemed as a topic that all feminists share one viewpoint on, and for that, multiple viewpoints have to be mentioned.

Even though all of these readings set out to provide and were chosen in the context of discussing sex work, only two provided a discussion of multiple viewpoints within the body of the text. The reason for Sheffield's focus on oppression may be based on the topic of the textbook, but the reading on its own could have benefitted by including what was in the notes to the main body. There was no perfect reading, which ideally would contain historical debates about sex work, an overview of current feminist viewpoints, information and statistics regarding the sex industry, and suggestions for further reading. This research understands that textbooks have limited space to present a lot of information, especially in an interdisciplinary field such as Women's Studies, but suggestions for further reading can help with what is needed.

Chapter Five

Discussion

The purpose of this chapter is to draw implications from the data presented in the results. It was hypothesized that the coverage of sex work and pornography would increase and provide more viewpoints among more recently released textbooks and those written as anthologies. What I have found is that the coverage of sex work and pornography is lacking across all of the textbooks examined in this study. Overall, most textbooks offer an extensive coverage of either sex work or pornography, but leave out or barely mention the other topic. It appears that even though sex work and pornography are mentioned within each textbook, which gives evidence that the editors or authors found the topics important, they didn't expand upon them or offer multiple sides of the argument. Many of these textbooks are targeted to an introductory Women's Studies classroom and all of them are currently being used in these classes, is their coverage of these topics enough? This section will examine my results in relation to the literature on the coverage of these topics within textbooks, in the U.S. feminist classroom, and implications for teaching sex work and pornography. Lastly, I will provide suggestions to textbook authors and educators regarding covering sex work and pornography.

Sex Work and Pornography in Textbooks

As mentioned throughout this study, textbooks are the first encounter students have with the material and therefore should provide an overview of important topics for discussion. In the case of sex work, two of the textbooks did

not mention sex work at all, and only four covered the feminist debates on the sex industry. Looking at pornography, all but one of the textbooks mentioned pornography and all but three partially covered feminist debates on pornography. Therefore, it is possible and there is precedence for these topics to appear in textbooks. Plummer (2010) argues that textbook coverage of sex work has seen a major growth in recent years, as the topics are coming into what he calls an “academic/research/activist” field. He notes that books are appearing that cover sex work in a way that is accessible to students, and that encourages them to read on more. One of the books covered by Plummer (2010) does acknowledge a one sided approach to prostitution, but he finds examples of full coverage of prostitution that are geared towards students.

The possibility of covering pornography in U.S. Introductory Women’s Studies textbooks is there, but the lack of coverage of pornography debates or feminist ideas on pornography within the textbooks of this study shows some hesitance to delve into the topic. Perhaps this is due to publisher influence, but in the work of Goettsch (2000) he found many of the same problems in his research in Human Sexuality textbooks. Although, his results appeared to show a much more blatant approach to pornography as violent, he argued that many of the textbooks did not fully investigate arguments against pornography and the social regulation of sexually explicit material. Goettsch (2000) found problematic portrayals of pornography as separate from other forms of media or representation of deviant sexuality within the textbooks he studied. Similarly within my results, textbook authors typically failed to fully investigate the

arguments for and against pornography when discussing the topic, but also do not argue for why pornography is marginalized away from other media topics.

Teaching the Sex Industry

Outside of textbooks, it is possible for sex work and pornography to be taught within an Introductory Women's Studies classroom. Discussing pornography is still seen to be taboo within most U.S. classrooms and potentially dangerous to educators (Attwood and Hunter 2009). In this sample, all but one of the textbooks discussed pornography, which provides evidence that the topic has credibility within the classroom, or is gaining credibility. McNair (2009) wrote that he believed pornography has become destigmatized since the 1970s, and that pedagogies have shifted to allow the teaching of pornography. It should be noted that McNair is writing from a U.K. context and not within the U.S., which may show a cultural difference in stigmas. McNair (2009) argues that during the mid-nineties, it had become "chic" to discuss pornography and sexuality in the public sphere. He writes about his personal experiences teaching pornography and states that it is no longer a dangerous act, at least in the U.K.

In the U.S. it appears that pornography has not lost all of its stigma or danger in teaching. The case of Jammie Price at Appalachian State University shows that teaching pornography has not lost its danger (Dines 2012). Even though this was in an introductory Sociology class and not Women's Studies, it highlights one of the barriers to teaching pornography. After showing the film *The Price of Pleasure*, which was a documentary by the Media Education Foundation, Dr. Price was suspended after three students complained it was inappropriate

material and that they were not warned beforehand (Dines 2012). This film was obtained from her university's library and she argued that the content was relevant to her course (Wilson 2012). The example of Dr. Price shows that those wishing to teach pornography will have to notify their students prior to any viewing or graphic discussion, and that pornography is still sometimes considered taboo within the university setting. This is only one case in which there was major public outcry against her suspension, but it does provide evidence that pornography still needs to be destigmatized.

Attwood and Hunter (2009) argue that since pornography has been tied to harmful effects on its viewers and seen as intrinsically obscene, that teaching pornography could be potentially damaging to educators' careers. Despite the potential damages, it is still crucial that pornography be covered within the classroom. The importance of the critique and discussion of pornography can be supported by the textbooks in this sample. Jenkins (2004) provided an extensive argument for why pornography is important within gender and media studies. He argues that it has been and is a key area for feminist scholarship and that pornography is a driving force behind many technological developments for a variety of media (Jenkins 2004, 2-3).

Implications

The lack of coverage of sex work in textbooks is problematic for two reasons. First, by not addressing these issues the textbooks are missing an opportunity to address large issues within discussions of labor, health, sexuality, and global contexts. Even though students may not appear to have to directly

confront the ideas of sex work in daily life, there are important discussions to be had on women's relationship to commercial sex. In order to have the best framework for these talks to take place, textbooks need to provide historical aspects of these debates, a full range of feminist thought on these issues, and the voices of sex workers. Secondly, by framing sex work as something outside Women's Studies or even outside the United States, textbook authors are placing women and men who work in the sex industry as outside of U.S. feminism. It is vital that sex work is not simply understood as existing in other countries, but within the U.S. as well.

Based on the results of this study, it appears that sex work and pornography is a large issue to those who are in opposition within feminism, but it is a non-issue to those who are not in opposition. By that, I mean that for FASP, sometimes connected to radical feminists, being against pornography and sex work is a primary focus of their feminist values. Even though PR feminism has been connected to liberal feminism or radical-libertarian feminism, there is not a solid connection between the sex workers rights movement and one feminist school of thought. Therefore, it is hard for textbook authors to include a pro-pornography or an opposition to anti-pornography arguments in any place other than immediately after the arguments of anti-pornography writers. These discussions and debates get marginalized and put into places where they don't quite fit, because the sex worker rights argument hasn't been framed in a proper way. Additionally, textbook authors that attempt to cover multiple sides of the feminist debates on sex work and pornography frame these arguments into a

dichotomy. These textbooks frequently reinforce the binary between feminists who argue against pornography and sex work and those who argue for. By ignoring the polymorphous and queer theoretical approaches to these issues, students are given an either-or perspective on feminist theory towards sex work and pornography. In the next section, I will make suggestions on how to better include sex work and pornography discussions in spite of these possible issues.

Suggestions for Textbook Authors

Textbook authors have their own expertise and their own goals when creating a textbook. Textbooks that solely use the authors' words such as Kimmel, Tong or Valenti, are constrained by what they feel comfortable presenting knowledge on by themselves. Of course, the authors have cited outside sources, but they are presenting information and their knowledge on that information. Other textbooks have used a combination of both writings from the editors and contributions from outside authors. In these cases, the authors are actively making a choice as to which readings to include. As evidenced by changes in editions, the authors have shown some variance in the readings they want to place within the texts.

My suggestion to textbook authors is to make a full attempt to provide multiple aspects of feminist views of sex work and pornography either within the editors' discussion or the readings contributed. On neither of these issues is there one "feminist stance" that speaks for everyone. It is not problematic to present facts and ideas on pornography and sex work, but these facts and ideas should be well-rounded, thought out, and attempt to cover multiple feminist

perspectives. The best example of this is within Tong's Second and Third edition in which she covers the feminist viewpoints on pornography from various feminist frameworks. What is lacking is a similar analysis on the topic of sex work from all of the texts. Therefore, future textbook authors should attempt to include readings or discussions dedicated to highlighting the points of the various feminist viewpoints on both of these issues. This also includes making sure to present various feminist viewpoints in a non-binary fashion, as to also represent polymorphous views towards sex work and pornography.

As previously mentioned, it may be hard for textbook authors and editors to figure out where to include a pro-pornography and sex worker rights stance within their text. Since no one particular school of feminist thought is connected directly to PR feminism, normally these viewpoints end up after a longer discussion of radical feminist views against pornography and prostitution. I suggest that authors instead provide a section within topics of media, labor, or culture where they can provide both arguments on pornography and sex work. They can also include information on radical feminist school of thought, but make sure that there is a balanced portrayal somewhere in the text.

What I find to be crucial for textbook authors is to integrate sex work and pornography into more than just one section. Discussions of sex work and pornography should not be separated from larger discussions of media, health, labor, international issues, and sexuality. Textbooks should not place these topics in their own section and separate from all the corresponding discussions in order to give them a full coverage, since the many aspects of sex work and

pornography can be included in various discussions. For example, one can discuss being a responsible consumer of pornography and representations of women in a section on media. Additionally, under talks of labor, especially dealing with the division between formal and informal economies that women work within, the sex industry can be discussed. These topics do not need to be marginalized in order to be able to cover their full aspects.

Suggestions for Educators

This study has attempted to make clear that there is crucial coverage missing regarding sex work and pornography within Introductory Women's Studies textbooks. As previously mentioned in my framing of the aims of this study, I noted that textbooks are typically the student's first encounter of material. This does not mean that classroom discussions and the interpretation of the material by professors can't play a huge role. Since it is clear that every textbook in this study has its flaws in the discussion of this topic, my first suggestion is to provide supplements to these topics. If not assigning additional readings, in class discussions should be had about the nature of the sex industry and pornography. Students should be given the opportunity to agree or disagree with claims made in the textbooks, or claims that are missing from the book. Some of these texts did not address either sex work or pornography at all, which means time will need to be allotted as appropriate to discuss these topics.

It is crucial that students have multiple feminist perspectives from which to view these issues. By the time college age students reach the Women's Studies classroom, they have had experiences with pornography or have had to shape

their opinions of it. The sex industry as a whole, and the sex workers that work within it may appear to be absent from the classroom, but this contested issue is important to addressing issues of women's sexuality, paid and unpaid labor, and the international and global effects of feminism. It is not clear what a "feminist" stance on these issues is, but it is clear that feminism should not be silent on sex work and pornography. Therefore, educators should make attempts to incorporate these topics in their classroom discussion and attempt to provide a full range of critiques and theorizing on both topics from a feminist perspective. Students should be given the tools to be responsible consumers of pornography and to develop informed thought on the lives of sex workers.

Chapter Six

Conclusion

The ideal Textbook

Out of this research comes a need to describe what is the ideal introductory textbook on issues of sex work and pornography. First, and most importantly, this textbook would not marginalize these two topics. There would not be separate sections dedicated to solely sex work and pornography. Since these issues are not separate from women's lives, they should be integrated into various correlating topics. Under topics of media and representations of women, pornography should be taken out of the taboo realm of sexuality, and placed alongside critiques of movies, television, and music. When pornography is placed outside of these discussions, regardless of the full range of feminist thought, it is viewed as separate from media. Perhaps in order to encourage critiques based on content and not on the industry as a whole, pornography should be viewed similar to other forms of media in which representations of women can be seen as problematic.

In sections dedicated to discussions of labor, including the formal and informal economies, sex work could easily be integrated. Even though prostitution is illegal under the U.S. context, it does not mean it is separate from the informal economy that many women belong to. Additionally, sex work is similar to domestic labor in which formerly unpaid roles relegated to women are now being provided as a paid service. Connecting sex work to labor does not

automatically encourage a sex-positive perspective, but instead encourages discussion on whether sex work is similar to or different from other forms of labor. Similar to pornography and media, the content should be examined for students to question their assumptions, rather than a broad perspective of the industry as a whole.

Pornography and sex work should also not be separate from important discussions of intersections of race, class, and gender. In both of these industries, race and class have a large intersection on the lives and opportunities of women. Similar to most industries, women within pornography and sex work have to face issues of race and class discrimination and lesser opportunities. It is crucial that sex work and pornography not be viewed as separate from the larger discussions within Women's Studies. By placing them on the margins, these topics are seen in a light that is separate from other forms of media, labor, and feminist issues. Therefore, an ideal textbook would make attempts to include sex work and pornography into all relevant discussions.

Secondly, a full range of critiques, oppositions, and support from feminist standpoints need to be presented. Some of the textbooks have already showed that this is possible on at least coverage of pornography. By using the framework of Tong's discussions of feminist thought on pornography, it is clearly possible for these ideas to be presented within the introductory textbook. As I have attempted to show throughout this research, there is a wide range of feminist thoughts on these issues and they should be presented as such. It should be made clear that feminism has not settled on these debates, and that feminist thought does not

have one viewpoint. The ideal textbook would make attempts to provide multiple arguments on both pornography and sex work. This would include for, against, and polymorphous arguments that do not fit in to a binary.

Suggestions for Further Research

The research on the representation of sex work and pornography within a Women's Studies classroom is far from completed. This study has been the first of its kind to address these issues, and it is only a very small step towards uncovering what is missing. Even under the study of textbooks, this research has been constrained by only examining the text itself. Studies are needed on the impact of publishers and editors on the content that is included within these books. Also, interviews with authors and editors of textbooks have potential to highlight reasoning behind some decisions made. I have attempted to show why the focus on textbooks is important, but it does not mean textbooks are the only dynamic of education within the classroom. Studies are needed on the classroom discussions of these topics by professors and students. Additionally, the supplementary material that professors are using that relate to these topics is also crucially important. Syllabi could be studied to examine where the topics of sex work and pornography are being placed in the schedule of classroom discussions. There are many more studies that need to occur on these issues, in order to fully address sex work and pornography coverage within an Introductory Women's Studies classroom. Research should also be expanded outside the introductory classroom and into other Women's Studies courses. This research has chosen to focus on the introductory class in order to aim discussions from a

first encounter, but the lack of coverage does not stop with these courses. I hope this project inspires possibilities for new research and uncovers what is missing from these discussions.

Chapter Seven

Appendices

Appendix A

Content Analysis Criterion

Format: Title

Author(s) – Editor(s)

Year Written; Publisher

Classical Textbook or Reader/Edited Collection

- 1) Search for relevant topics in Table of Contents & Index
 - a. Is sex work/pornography it's own section/chapter?
 - i. If yes, where is this section located?
 1. Under what headers?
 2. Near what other sections?
 3. How big is this part of the book in comparison to others?
 4. How many authors are involved in the section?
 - ii. If no, what section is it under?
 1. What titles are used?
 2. Are the titles explicitly about sex work/pornography?
 3. How many authors are writing under this topic?
 - iii. If sex work/pornography is mentioned in multiple sections:
 1. What sections?
 2. How many?
 3. Are different authors placed in different sections/chapters of the text?
- 2) Relevant Works (determined by Index and Table of Contents)
 - a. Is sex work/pornography a main part of this work?
 - b. Who wrote the piece?
 - i. What other items have they wrote on this issue?
 - ii. Do they have other writing throughout the book?
 - c. What does the author say about sex work/pornography
 - i. Summarize main arguments
 - ii. Include quotes
 - iii. Views on sex work/pornography
 1. Do they cover multiple feminist debates?
 - a. Historically
 - b. Current
 - c. How do they cover them?
 - i. What terms are used?

- ii. Who do they quote?
 - 1. Are they key people in the debates?
 - 2. Relevant quotes
 - iv. Any important key words that were used
 - v. Definitions
 - 1. How do they define prostitution?
 - 2. Pornography?
 - 3. Sex work?
 - 4. The sex industry?
 - vi. Terminology
 - 1. Sex work vs. prostitution?
 - a. Prostituted?
 - 2. How is the idea of agency presented?
 - 3. What other terminology do they use to describe the various opinions on these issues?
 - vii. Why are they talking about sex work/pornography?
 - d. Overall – does it seem positive or negative?
 - i. Why?
- 3) The Textbook
 - a. What sides of pornography/sex work are covered?
 - b. Does it provide equal amount of attention to both anti-sex work and pro-sex work claims?
 - c. What exactly does it discuss about these issues? (Possible topics:)
 - i. Legal responses
 - ii. Sex trafficking
 - iii. Violence
 - iv. International issues
 - v. Women's voices
 - vi. Sex Discrimination
 - vii. Patriarchy
 - viii. Choice
 - ix. Autonomy
 - x. Women's work
 - d. Does the textbook claim to provide an overview on Women's Studies?
 - i. Does it have another focus?
 - e. Does it encourage seeking out other sources (books, movies, films)?
 - i. What sources?

Appendix B

Textbooks Reviewed

The ten textbooks used in this study are as follows, in alphabetical order (using the format: Author, Title, Publisher, Edition, Year, Anthology/Authoried Work):

1. Michael Kimmel – The Gendered Society
 - a. Oxford University Press
 - b. 4th Edition – 2011
 - c. Single Author
2. Lisa Heldke and Peg O'Connor – Oppression, Privilege, and Resistance:
Theoretical Perspectives on Racism, Sexism, and Heterosexism
 - a. McGraw Hill
 - b. First Edition – 2003
 - c. Anthology
3. Gwyn Kirk and Margo Okazawa-Rey – Women's Lives: Multicultural
Perspectives
 - a. McGraw Hill
 - b. Fifth Edition – 2009
 - c. Both written contributions from editors and readings from outside
authors
4. Sally J. Scholz – Feminism: A Beginners Guide
 - a. Oneworld
 - b. First Edition – 2010
 - c. Single Author

5. Susan Shaw and Janet Lee – Women’s Voices, Feminist Visions: Classic and Contemporary Readings
 - a. McGraw Hill
 - b. Fourth Edition – 2009
 - c. Both written contributions from editors and readings from outside authors
6. Susan Shaw and Janet Lee – Women’s Voices, Feminist Visions: Classic and Contemporary Readings
 - a. McGraw Hill
 - b. Fifth Edition – 2010
 - c. Both written contributions from editors and readings from outside authors
7. Verta Taylor, Nancy Whittier, Leila J. Rupp – Feminist Frontiers
 - a. McGraw Hill
 - b. Eighth Edition – 2009
 - c. Both written contributions from editors and readings from outside authors
8. Rosemarie Tong – Feminist Thought: A More Comprehensive Introduction
 - a. Westview Press
 - b. Second Edition – 1998
 - c. Single Author
9. Rosemarie Tong – Feminist Thought: A More Comprehensive Introduction
 - a. Westview Press

b. Third Edition – 2009

c. Single Author

10. Jessica Valenti – Full Frontal Feminism: A Young Woman’s Guide to Why

Feminism Matters

a. Seal Press

b. First Edition – 2007

c. Single Author

Appendix C

Full Template Example

Women's Voices, Feminist Visions: Classic and Contemporary Readings
Editors: Susan Shaw and Janet Lee
Year Released: 2009 Fourth Edition
Edited Collection
Publisher: McGraw Hill

Relevant Topics in Table of Contents and Index

- a. Is sex work/pornography it's own section/chapter?
 - a. Pornography has its own section under "Resisting Violence Against Women" – Chapter 10
 - i. Other sections nearby:
 1. Rape
 2. Battering and Physical Abuse
 3. Incest
 - b. Prostitution is mentioned in the titles of readings, but does not have it's own section
 - i. Kimberly Klinger – Prostitution, Humanism and a Women's Choice
 1. Under Chapter 8: Women's Work Inside and Outside the Home
 - a. Not in, but the reading is found among other readings after the section "paid labor"
 - ii. Alice Leuchtag – "Human Rights: Sex Trafficking and Prostitution"
 1. Under Chapter 10- Resisting Violence Against Women
 - iii. John Stoltenberg – "Pornography and Freedom"
 1. Under Chapter 10- Resisting Violence Against Women
- c. All titles dealing with sex work and pornography have related terms in their titles
- d. Sex work/pornography in multiple sections
 - i. Chapters
 1. Chapter 8 – One Reading
 - a. On prostitution
 2. Chapter 10- Section on Pornography and Two Readings
 - a. One reading on sex trafficking and prostitution
 - b. One reading on pornography
 - ii. Chapters in book total: 13

Relevant Works in Text

Kimberly Klinger – “Prostitution, Humanism and a Women’s Choice” (2003)
Under Chapter 8: Women’s Work Inside and Outside the Home

Notes on Klinger Reading

- “Area seems devoid of important business or commerce. Except for the Prostitutes.”
 - o Defines prostitution as important business or commerce that can be seen at night
- “I don’t recall ever seeing any possible pimps nearby and wonder if these women operate independently”
 - o Questions the notion that all prostitutes have pimps
- “Are they happy? Are they safe? Are they making good money? Are they feminists?”
- “As a third wave feminist, I find sex and sex work to be important issues-ones which are being addressed in ways unheard of by our foremothers”
 - o Notes that third wave feminism is addressing sex work in ways that it hasn’t before
- “In the third wave, pornography, sex, and prostitution aren’t presented as black and white issues.”
 - o This opens up the discussion on both sides of these issues
- “For instance, pornography isn’t simply seen as degrading sexual imagery made by men, for men”
 - o “There are female filmmakers and feminist porn stars who want to reclaim their right to enjoy sexual images without violence and negativity.”
 - These quotes present options for female porn makers and porn targeted towards women
- “Feminism and sex work aren’t therefore mutually exclusive.”
- “Choice is the key here – women need to have their right and freedom to choose how to live their lives as sexual beings. This includes prostitution”
 - o Frames the argument around choice
- “Prostitution. The word normally calls to mind women down on their luck, pitied cases who walk the streets at night with little protection or rights – essentially women who have no other choice. And unfortunately this isn’t far from the truth.”
 - o Suggesting that the majority of prostitutes have no other choice
- “In the United States and worldwide, many women turn to or are forced into sexual prostitution because they have limited options.”
 - o Follows by saying in some situations, women do have choice and turn to prostitution willingly – safely and respectfully
- “In the United States it is possible to find a number of organizations of sex workers who defend each other, work alongside international groups to

- decriminalize prostitution and protect prostitutes, and share the common experiences of choosing an enjoying this form of labor.”
- Says that these organizations argue that sex work is a job and a way to earn a living that should be treated as such
 - “Furthermore, taking a third wave feminist view, they maintain that women need to have the right and freedom to choose how to live their lives as sexual beings, including taking up “the worlds oldest profession”
 - Again, framing the argument from a feminist view of choice
 - “No matter what wave of feminism is applied, all feminists agree that forced, coerced, poverty-based, trafficked, and unprotected prostitution should be opposed”
 - Not sure what the author means by “poverty-based” here
 - “Where prostitution is illegal, women have no protection, socially or legally”
 - “The situation is messy at best and, at worst, violent, dangerous and all but devoid of human rights”
 - Seems to be setting up an argument for legalization or decriminalization, or at least legal protections
 - “For example, most American prostitutes have to work for pimps or out of brothels, never seeing much of the money they have earned.”
 - Not cited, and through other recent research, has been since disproven
 - “Second wave feminist author MacKinnon has essentially deemed prostitution sexual slavery, arguing that the relevant laws immensely harm women, classifying them as criminals and denying them their basic civil rights.”
 - Separating anti-prostitution feminist into the second wave
 - “For many who have thought about this question, dismissing the entire sex industry as abusive and immoral only exacerbates existing problems and tosses the concerns of sex workers aside.”
 - Suggesting that feminists should not ignore or dismiss the sex industry
 - “Therefore many feminists, civil rights workers, and human rights activists argue for the decriminalization – not necessarily the legalization – of prostitution.”
 - Quotes the World Charter for Prostitutes Rights from 1985
 - Demands:
 - 1. Decriminalize all aspects of adult prostitution resulting from individual decision. This includes regulation of third parties (business managers) according to standard business codes.
 - This demand separates individual prostitutes from those who are under some sort of control
 - 2. Strongly enforce all laws against fraud, coercion, violence, child sexual abuse, child labor, rape, and racism everywhere

and across national boundaries, whether or not in the context of prostitution.

- 3. Guarantee prostitutes all human rights and civil liberties, including the freedom of speech, travel, immigration, work, marriage, and motherhood and the right to unemployment insurance, health insurance, and housing.
 - Prostitutes should not be denied human rights and civil liberties
- 4. Ensure that prostitutes' rights are protected.
- 5. Allow prostitutes to unionize
- "Decriminalization essentially means the removal of laws against this and other forms of sex work."
- "The term legalization usually refers to a system of governmental regulation of prostitutes wherein prostitutes are licensed and required to work in specific ways"
 - Explains the difference between decriminalization and legalization
 - Also explains that Nevada operates under legalization
 - World Charter for Prostitutes Rights is against legalization because of mandatory health checks
 - Explains how prostitution in the Netherlands is legalized and under strict regulations
 - Streetwalking zones
 - "This system of legalization seems to have worked well because in the Netherlands social attitudes about sex and sex work are more liberal than in other parts of the world."
- "Put simply, the best choice for women is the choice that the individual woman makes for herself"
 - Quotes the Humanist manifesto
 - "If a woman or man chooses to exchange sex for money and does it in a way that causes no harm to either party, then they should be free to do so"
- Lists prostitutes-rights organizations: COYOTE, Blackstockings, and PONY
- "It would seem that decriminalization should be a key point in any humanistic feminist perspective on prostitution."
- "Only when women have their sexual and personal choices protected and respected can they truly be free"

Questions About This Work:

Views on sex work/pornography

- Do they cover multiple feminist debates?
 - Yes, frames it as second wave and third wave, third wave being for prostitutes rights and second wave being against
 - How do they cover them?
 - Uses the terms "second wave", "Third wave", "humanist", "decriminalization," "legalization,"

- Who do they quote?
 - Catharine MacKinnon
 - Anti-sex worker rights
 - The World Charter for Prostitutes Rights
 - Prostitutes Education Network
 - Pro-prostitutes rights organization
 - A. De Graaf Foundation
 - Regarding laws in the Netherlands
 - Humanist Manifesto II
 - Regards sex work as a choice
- Important Key Words
 - Prostitutes
 - Pimps
 - Pro-sex
 - Pornography
 - Sex work
 - Sex Workers
 - Sex Industry
 - Forced
 - Coerced
 - Poverty-based
 - Trafficked
 - Unprotected prostitution
 - Decriminalization
 - Legalization
 - Streetwalking
 - Sexual Exploration
 - Exotic dancers
- Definitions
 - How do they define prostitution?
 - Doesn't explicitly define prostitution, but states that a majority work in brothels or under pimps and can be seen on the street in stereotypical clothing
 - Also uses the terms sex work, sex workers, and sex industry
 - Definition of Pornography?
 - Does not define pornography
 - Does mention that its normally seen as by men and for men
 - But there are female filmmakers and feminist porn stars
 - Definition of Sex Work?
 - Does not define sex work
 - Seems to use it interchangeably with prostitution
 - The Sex Industry?
 - No clear definition
 - See definition of prostitution
- Terminology

- Sex Work vs. Prostitution?
 - Uses interchangeably, doesn't explicitly state the difference
- How is the idea of choice presented?
 - Only supports sex work if it's a woman's choice, does not support trafficked, coerced, forced, or poverty-based prostitution
 - Believes sex work is a choice for some workers
- Why are they talking about sex work/pornography?
 - Entire reading is based on prostitution, under the chapter of women's labor
- Overall opinions:
 - This reading provides a lot of information to introductory students who may not have heard this discussion before
 - Provides that third wave feminists are more open to a sex-positive stance, while separating anti-sex work arguments to the second wave
 - Frames the argument around choice
 - Discusses what sex worker rights organizations want
 - Discusses the differences between legalization and decriminalization and provides examples
 - I view this as providing both sides of the argument, while the writer promotes a mostly pro-sex work argument and supports decriminalization
 - I do question the view that most sex workers don't work independently

Section on "Pornography" – No explicit authors, assumed to be by the editors

- "Pornography involves the sexualization and objectification of women's bodies and parts of bodies for entertainment value"
 - Seemingly just defining pornography
- Quotes Catharine MacKinnon
 - "Pornography can be defined as the graphic, sexually explicit subordination of women through pictures and/or words."
 - "She says pornography includes one or more of these following: women presented as dehumanized sexual objects, things, or commodities; shown as enjoying humiliation, pain, or sexual assault; tied up, mutilated, or physically hurt; depicted in postures or positions of sexual submission or servility; shown with body parts – including though not limited to vagina, breasts, or buttocks – exhibited such that women are reduced to those parts; women penetrated by animals or objects; and women presented in scenarios of degradation, humiliation, or torture, shown as filthy or inferior, bleeding, bruised, or hurt in a context that makes these conditions sexual"

- Offering no opportunity for any pornography to be without these negative things
- “The definition includes the caveat that because a person has consented to being harmed, abused, or subjected to coercion does not alter the degrading character of the behavior.”
 - Regardless of choice or acting, acts that MacKinnon views as abusive are seen as degrading
- Degrees of Objectification
 - Sets up “playboy” as soft-core, while “Hustler” is hard-core with a continuum in-between
 - “Illegal forms of representation like child pornography and snuff films”
 - This acknowledges that not all pornography is hard-core and abusive, or legal
- “The internet is one of the largest sites for pornography”
 - “There are thousands of pornography sites on the Web, including those of ‘fantasy rape’ that depict women being raped, and ‘sex’ is still the top search word.”
 - Also discusses internet prostitution – defines it as global trafficking, sexual exploitation of women and children
- “Many people do not oppose pornography because they feel that it represents free speech, or because they feel that the women have chosen to be part of it, or because they like the articles in these magazines.”
 - “Some see pornography as a mark of sexual freedom and characterize those who would like to limit pornography as prudish”
- Quotes John Stoltenberg
 - Sexual freedom requires sexual justice and that pornography is a violation of this justice rather than an expression of it
- “Some people make a distinction between hard-core and soft porn and feel that the former is harmful and the latter relatively harmless.”
- “Others oppose pornography entirely as a violation of women’s rights against objectification and sexualization for male pleasure and believe that people’s rights to consume such materials are no longer rights when they violate the rights of others”
- “This is an important debate that has brought about some interesting coalitions among those who normally do not work together, such as feminist and conservative religious groups”

Reactions/Questions about this Reading

- Who wrote the piece?
 - Unspecified, most likely the editors
- What does the author say about pornography?

- Provides examples of things that are in pornography, based on abuse and objectification
- Separates hard-core and soft-core porn, with a continuum in-between
- Does not argue for or against pornography, but only quotes anti-pornography writers/statements
- Do they cover multiple feminist debates?
 - Yes, covers both sides of the debates, but perhaps not equally
 - More coverage on the against side
 - Doesn't specify that the "some" who are pro-pornography are feminists
 - Historically?
 - No time period connections to the debates
 - Current?
 - Explains only that some are opposed, some are for, and some are in-between depending on the type of pornography
 - How do they cover them?
 - Terms used
 - Doesn't specify the groups – just says "some" when discussing different individuals
 - Violence
 - Objectification
 - Commodities
 - Dehumanized
 - Who do they quote?
 - Catharine MacKinnon
 - John Stoltenberg
 - Are these key people in the debates?
 - Yes, and they were referring to Stoltenberg's writing later in the book
 - Both are anti-pornography
- Important Key Words
 - Sexualization
 - Objectification
 - Entertainment value
 - Sexually explicit
 - Subordination of women
 - Dehumanized sexual objects
 - Commodities
 - Humiliation
 - Pain
 - Sexual assault
 - Tied up
 - Mutilated

- Physically hurt
- Sexual submission or servility
- Vagina
- Breasts
- Buttocks
- Penetrated by Animals
- Degradation
- Torture
- Filthy
- Inferior
- Bleeding
- Bruised
- Hurt
- Harmed
- Abused
- Subjected to Coercion
- Consented
- Normalization of violence
- Soft-core
- Hard-core
- Snuff films
- Child pornography
- Pornography
- Fantasy rape
- Internet Prostitution
 - Global Trafficking
 - Sexual exploitation of women and children
- Sexual freedom
- Prudish
- Sexual Justice
- Male domination
- Harmful
- Harmless
- Definitions
 - Doesn't define pornography, but uses MacKinnon's explanation of what is found in pornography (see above)
 - Doesn't mention sex work or the sex industry specifically
 - Doesn't provide definitions of soft-core or hard-core, but provides examples
- Terminology
 - Idea of choice?
 - States that MacKinnon feels that even if women consented to pornography, it "does not alter the degrading character of the behavior"
 - No other mention of consent
 - Most terminology is descriptions of violence, harm to women

- Why are they talking about pornography?
 - Section specifically titled “pornography”
 - Under the chapter “Resisting Violence Against Women”
 - Which may account for why the focus is on violence
- Overall Opinions
 - Focuses mainly on negative, violent portrayals of pornography
 - Notes that the consent of the people in porn does not make it any better
 - It specifies that Catharine MacKinnon is a feminist, and provides the anti-pornography view, but when discussing people who agree with or disagree with certain kinds of pornography does not address them as feminists
 - Which perhaps doesn’t get the point across that some feminists are pro-pornography, just people in general
 - Only section specifically about pornography is in the Violence Against Women section
 - Should perhaps also be mentioned in these chapters?
 - Chapter 4- Sex, Power, and Intimacy
 - Chapter 5 – Inscribing Gender on the Body
 - Chapter 9 – Women Confronting and Creating Culture
 - Chapter 11- State, Law, and Social Policy
 - Chapter 13- Activism, Change, and Feminist Futures

Alice Leuchtag – “Human Rights: Sex Trafficking and Prostitution” (2003)
 Reading from Chapter 10: Resisting Violence Against Women

Notes from Reading

- Focus is on sexual slavery, only including quotes that deal with prostitution/blur definitions of prostitution and sex trafficking
- “Although the great preponderance of sex slaves are women and girls, a smaller but significant number of males – both adult and children – are enslaved for homosexual prostitution”
- Mentions girls in Thailand being sold to brothels for \$4,000, when the brothel earns \$88,000 every thirty days
- “Siri is initiated into prostitution by the pimp who rapes her”
- Ties between police in Thailand and brothels
- Uses the term “male customer”
- Largest number of HIV new cases “among wives and girlfriends of men who buy prostitute sex”
- Government promotes sex tourism and prostitution
- “By encouraging investment in the sex industry, sex tourism creates a business climate conducive to the trafficking and enslavement of vulnerable girls”

- “In 1996 nearly five million sex tourists from the United States, Western Europe, Australia, and Japan visited Thailand.”
 - “These transactions brought in about \$26.2 billion- thirteen times more than Thailand earned by building and exporting computers”
- Quotes Donna Hughes with Coalition Against Trafficking in Women (CATW)
- Quotes Janice Raymond also with CATW
 - “Sex trafficking in human beings is a \$5 billion to \$7 billion operation annually”
- “Because prostitution as a system of organized sexual exploitation depends on a continuous supply of new “recruits” trafficking is essential to its continued existence”
 - Stating that prostitution cannot exist without trafficking
- Mentions debates over trafficking laws in international law
 - “A few NGOS and a minority of governments (provides list) wanted to separate issues of trafficking from issues of prostitution.”
 - “They argued that persons being trafficking should be divided into those who are forced and those who give their consent, with the burden of proof being placed on persons being trafficked.”
 - “Generally supporters of this position were wealthier countries into which large numbers of women were being trafficked and countries in which prostitution was legalized or sex tourism encouraged”
 - Governments who want trafficking to be connected to prostitution
 - “Persons being trafficked shouldn’t be divided into those who are forced and those who give their consent because trafficked persons are in no position to give meaningful consent.”
 - “Generally supports of this majority view were poorer countries from which large numbers of women were being trafficked our countries in which strong feminist, anti-colonialist or socialist influences existed.”
 - Under current international law
 - “The consent of a victim of trafficking is meaningless and irrelevant”
 - Addresses the demand for “prostitution sex”
 - “The protocol recognizes an urgent need for governments to put the buyers of prostitution sex on their policy and legislative agendas”
 - “A worldwide debate rages about legalization of prostitution fueled by a 1998 International Labor Organization report”
 - “The report follows years of lobbying by the sex industry for recognition of prostitution as ‘sex work’”

- ‘Though the ILO report says it stops short of calling for legalization of prostitution, official recognition of the sex industry would be impossible without it’
 - “Raymond suggests that instead of transforming the male buyer into a legitimate customer, the ILO should give thought to innovative programs that make the buyer accountable for his sexual exploitation”
 - “Legalization advocates argue that the violence, exploitation, and health effects suffered by women in prostitution aren’t inherent to prostitution but simply result from the random behaviors of bad pimps or buyers, and that if prostitution were regulated by the state these harms would diminish.”
 - “But examples show these arguments to be false”
 - Quotes CATW pamphlets on the effects of legalized prostitution
 - “In reality it simply legitimizes the right to buy, sexually use, and profit from the sexual exploitation of someone else’s body”
- “As a part of a system of organized sexual exploitation, prostitution can be visualized along a continuum of abuse with brothel slavery at the furthest extreme.”
 - “At the core lies a great social injustice no cosmetic reforms can right: the setting aside of a segment of people whose bodies can be purchased for sexual use by others”
- Quotes Kathleen Barry
 - “Calls for decriminalizing prostitutes while penalizing pimps, traffickers, brothel owners, and buyers”
- “The feminist human rights approach to prostitution addresses the harm and the need to repair the damage”
- “Ending the sexual exploitation of trafficking and prostitution will mean the beginning of a new chapter in building a humanist future – a more peaceful and just future in which men and women can join together in love and respect, recognizing one another’s essential dignity and humanity.”

Questions About This Work

- Is sex work/pornography a main part of this work?
 - The author is writing mainly about trafficking, but views prostitution and trafficking to be connected
 - Only uses the term ‘sex work’ in quotations
- Who wrote the piece?
 - Alice Leuchtag
 - Other relevant works?
 - No other writing in this book
- What does the author say about sex work?
 - Main arguments
 - Trafficking is always connected to prostitution in that one supports the other, and that they exist on a continuum

- Believes the consent of prostitutes is meaningless
 - Against prostitution, legalization, or the decriminalization of the purchase of sex
 - Believes any law against trafficking should also be against voluntary prostitution
- Views on sex work
 - Do they cover multiple feminist debates?
 - No historical context
 - Only uses “feminist” when referring to anti-prostitution positions
 - Covers the debates among groups and countries forming international law about trafficking
 - She refers to those against connecting prostitution and trafficking as the minority
 - Who do they quote?
 - Mostly anti-prostitution writers/groups
 - Donna Hughes
 - Janice Raymond
 - CATW
 - Kathleen Barry
 - Does mention one argument on the other side from the International Labor Organization (ILO)
- Key Terms
 - Sex slavery
 - Male customers
 - Prostituted
 - Degradation
 - Exploitation
 - Brothel slavery
 - Sex tourism
 - Sex industry
 - Humiliation
 - Physical pain
 - Global Problem
 - So-called consensual prostitution
 - Humanist
 - Hijacked
 - Distorted
- Definitions
 - Prostitution
 - Does not define prostitution, but links prostitution and trafficking
 - Doesn't see prostitution as ever consensual
 - Pornography
 - Doesn't mention
 - Sex Work

- Only mentions in quotations, suggesting that she doesn't agree with this terminology
 - Sex Industry
 - Doesn't define, but falls under discussions of sex tourism and brothels
- Terminology
 - Sex work vs. prostitution?
 - Uses prostitution
 - Prostituted?
 - Uses the term prostituted
 - Views all prostitution as non-consensual
 - Doesn't recognize the idea of choice or consent among prostitutes
- Why are they talking about sex work?
 - Talking about prostitutions connections to trafficking
- Overall Opinions
 - This work is very one-sided
 - Provides only information and statistics for the anti-prostitution argument
 - Doesn't give much space to arguments against connecting trafficking and prostitution
 - Negative towards the ideas of consensual sex work, or defining sex work as labor

John Stoltenberg – “Pornography and Freedom” (1989)

Under Chapter 10: Resisting Violence Against Women

- Notes on the Reading
 - “Freedom always exists on the far side of justice. That’s perfectly understood – except when it comes to sex”
 - “Sexual freedom advocates have cast the issue only in terms of having sex that is free from suppression and restraint.”
 - “Sexual freedom has never really meant that individuals should have sexual self-determination, that individuals should be free to experience the integrity of their own bodies and to be free to act out of that integrity in a way that is totally within their own right to choose”
 - His definition of sexual freedom and what it means
 - “Essentially, sexual freedom has been about preserving a sexuality that preserves male supremacy
 - “Male-supremacist sexuality is important to pornography and pornography is important to male supremacy”
 - Connection between porn and male supremacy
 - “Pornography institutionalizes the sexuality that both embodies and enacts male supremacy.”

- Makes only inequality thrilling, and equality/mutuality boring
 - Enforces cultural homophobia
 - Views on Pornography
 - Do they cover multiple feminist debates?
 - Does not mention another side at all, other than different definitions of sexual freedom
- Key Terms
 - Sexual Freedom
 - Sexual repressiveness
 - Bound
 - Gagged
 - Lashed
 - Freedom from restraint
 - Hatred
 - Degradation
 - Mutilation
 - Punishment
 - Humiliated
 - Disciplined
 - Whipped
 - Beaten
 - Repressive
 - Sadistic
 - Torture
 - Sexual justice
 - Sexual self-determination
 - Male supremacy
 - Subordinate
 - Sluts
 - Imprisons
 - Frees
 - Submissive masochists
 - Raped
 - Dismemberment
 - Sexual arousal
 - Sexual gratification
 - Homophobia
 - Effemiphobia
 - Pornographers
- Definitions
 - Pornography
 - Doesn't provide a definition for pornography, but all the descriptions of pornography represent violent pornography

- Does not open the possibility of pornography representing mutual satisfaction between partners
 - Views pornography as tied to male supremacy
 - Doesn't define the sex industry
 - Terminology
 - Ideas of Choice
 - Doesn't recognize the actors involved in pornography at all in this writing
 - The only idea of choice is amongst the viewer and that choice is represented to be choosing not to watch or purchase pornography
 - He just refers to common misconceptions about sexual freedom, in which people believe that sexual freedom means the right to be sexual without restraint
 - But he disagrees with this idea of sexual freedom, insisting that it be tied to sexual justice
 - Why are they talking about pornography?
 - Discussing the connection between pornography, sexual freedom, and male supremacy
- Overall Opinions
 - Very negative towards all pornography
 - Views all pornography as tied to male supremacy
 - Doesn't recognize the voice or opinions of porn actors
 - Doesn't recognize the possibility of good pornography
 - Associates all pornography with violence

Textbook As a Whole

- A. What sides of pornography/sex work are covered?
 - a. Pornography
 - i. Some acknowledgement of pro-pornography views, but not from a feminist perspective
 - ii. Out of two readings, one focused entirely on an anti-pornography perspective and the other focused mostly on an anti-pornography perspective
 - iii. No real discussion of the pornography debates in feminism
 - b. Sex Work
 - i. Sex work is discussed in two readings
 1. The first by Klinger
 - a. Acknowledges sex work as labor
 - b. Mentions both sides of the feminist perspective
 - c. Argues for the decriminalization of prostitution
 2. Second by Leuchtag

- a. Doesn't acknowledge the term "sex work" as a valid term
 - b. Believes women to be prostituted, without agency, and that any consent given by a prostitute is meaningless
 - c. Believes prostitution and trafficking are on a continuum and cannot be separated from one another
 - d. Doesn't recognize that prostitutes rights arguments can come from a feminist perspective
 - e. Only discusses feminism when talking about anti-trafficking arguments
- B. Does it provide equal amounts of attention to both anti-sex work and pro-sex work claims?
 - a. Sex Work
 - i. Yes
 - b. Pornography
 - i. No
 - 1. Only writings are about anti-pornography, with only a brief mention of pro-pornography views
- C. What does it say about certain issues?
 - a. Legal Responses
 - i. Klinger defines:
 - 1. Legalization
 - 2. Decriminalization
 - 3. Criminalization
 - ii. Leuchtag mentions:
 - 1. Debates in international law
 - a. Connections between trafficking and prostitution
 - b. Use of the word "exploitation" in trafficking law
 - c. What countries are for each side
 - iii. No legal responses to porn are discussed
 - b. Sex Trafficking
 - i. Klinger
 - 1. Mentions that no pro-prostitution feminist supports trafficking or coerced prostitution
 - ii. Leuchtag
 - 1. Article is focused on sex trafficking
 - 2. Sees sex trafficking as dependent upon prostitution
 - 3. Believes sex trafficking and prostitution to be part of a continuum

4. Sex trafficking as abusive to women, and as sexual slavery
- c. Violence
 - i. Klinger
 1. Mentions that the criminalization of prostitution leads to increased violence and underreporting
 - ii. Leuchtag
 1. Connects prostitution and sex trafficking to the violence of men, women, and children
 2. Much of the terminology used in relation to trafficking represents violence
 - iii. Pornography Section (written by editors)
 1. In descriptions of what porn is, uses only violent descriptors
 - iv. Stoltenberg
 1. Uses only violent imagery/terms to describe pornography
- d. International Issues
 - i. Klinger
 1. Provides examples of the Netherlands response to prostitution
 - ii. Leuchtag
 1. Mentions the problems of sex trafficking in Thailand
 2. Netherland's approach to prostitution law
 3. Sweden's approach to prostitution law
 4. International debates over trafficking laws in the UN
 - a. Which countries were on which sides of the debate
 - iii. No mention of international issues in pornography discussion
- e. Women's Voices
 - i. Klinger
 1. Provides some voice to prostitutes rights organizations
 2. Voices of women writers on the anti-prostitution argument
 3. No quotes directly from sex workers
 - ii. Leuchtag
 1. No direct voice from sex workers
 2. Voices of women writers from the anti-prostitution organizations
 - iii. Pornography Section
 1. Only quote is from anti-pornography writer
 2. No voice given to women in pornography

- iv. Stoltenberg
 - 1. No acknowledgement of the agency of women in pornography
 - 2. No direct quotes from women
- f. Patriarchy
 - i. No mention of the word patriarchy in any of the readings
 - ii. Stoltenberg
 - 1. Focus on male supremacy
- g. Choice
 - i. Klinger
 - 1. Bases argument on the notion of women's choices should be respected and honored
 - 2. Women can choose to go into prostitution
 - ii. Leuchtag
 - 1. Does not recognize choice in prostitution
 - iii. Pornography section
 - 1. States that even consensual actors does not make pornography any less degrading to women
 - iv. Stoltenberg
 - 1. No acknowledgement of the actors choice
- h. Autonomy
 - i. Klinger
 - 1. Says that the majority of prostitutes work under pimps/brothels
 - 2. Some work autonomously
 - ii. Leuchtag
 - 1. Does not recognize independent sex workers
- i. Labor
 - i. Klinger
 - 1. Views prostitution as labor
 - a. Should be regulated as such
 - ii. Leuchtag
 - 1. Doesn't connect prostitution to labor, instead to trafficking
- D. Does the textbook claim to provide an overview on Women's Studies?
 - a. Yes
 - b. Mentioned that it was designed specifically for use in Introductory to Women's Studies courses
- E. Does it encourage seeking out other sources?
 - a. Yes
 - i. At the end of every chapter, other sources on the issues presented in that chapter are mentioned
 - b. Relevant external sources to sex work/pornography
 - i. *Global Women: Nannies, Maids, and Sex Workers in the New Economy* – Arlie Hochschild and Barbara Ehrenreich, Eds.

Appendix D

Textbook Table

Textbook Title/Author	Mentions Pornography	Mentions Sex Work	Mentions Feminist Debates on Pornography	Mentions Feminist Debates on Prostitution
The Gendered Society Author: Michael Kimmel Edition: 4th Year: 2011	X			
Oppression, Privilege, and Resistance: Theoretical Perspectives on Racism, Sexism, and Heterosexism – Ed: Lisa Heldke/Peg O'Connor Year: 2004	X	X	X	
Women's Voices, Feminist Visions: Classic and Contemporary Readings Editors: Susan Shaw and Janet Lee Year: 2009 Edition: 4th	X	X	X	X
Women's Voices, Feminist Visions: Classic and Contemporary	X	X	X	X

Readings Editors: Susan Shaw and Janet Lee Year: 2010 Edition: 5th				
Feminist Thought: A More Comprehensive Introduction Author: Rosemarie Tong Edition: 3rd Year: 2009	X	X	X	
Feminist Thought: A More Comprehensive Introduction Author: Rosemarie Tong Edition: 4th	X	X	X	
Feminism: A Beginner's Guide Author: Sally J. Scholz Edition: 1 Year: 2010	X	X	X	
Women's Lives: Multicultural Perspectives Editors: Gwyn Kirk and Margo Okazwawa Rey Edition: 5th Year: 2009		X		
Full Frontal Feminism Jessica Valenti Edition: 1	X	X	X	X

Year: 2007				
Feminist Frontiers Editors: Verta Taylor, Nancy Whittier, Leila J. Rupp Edition: 8th Year: 2009	X	X		X

Chapter Eight

References

- Aronson, Gregg. 2006. "Seeking a consolidated feminist voice for prostitution in the US." *Rutgers Journal of Law & Urban Policy* 3 (3): 357-388.
- Attwood, Feona. 2002. "Reading Porn: The Paradigm Shift in Pornography Research." *Sexualities* 5 (1): 91-105.
- Attwood, Feona, and I. Q. Hunter. 2009. "Not safe for work? Teaching and researching the sexually explicit." *Sexualities* 12 (5): 547-557.
- Campbell, Rebecca, and Pamela J. Schram. 1995. "Feminist research methods." *Psychology of Women Quarterly* 19 (1): 85.
- Chancer, Lynn S. 2000. "From Pornography to Sadomasochism: Reconciling Feminist Differences." *Annals of the American Academy of Political and Social Sciences* 571, (Feminist Views of the Social Sciences): 77-88
- Decena, Carlos U. 2010. "Risky Lessons: Thinking/Viewing/Talking Sex in the Feminist Classroom." *Films for the Feminist Classroom* 2, no. 2. Online journal: http://www.signs.rutgers.edu/issue_2-2.html
- Dempsey, Michelle M. 2010. "Sex Trafficking and Criminalization: In Defense of Feminist Abolitionism." *University of Pennsylvania Law Review* 158: 1729-1778.
- Dines, Gail. 2012. "The Shocking Suspension of Dr. Price." *Counterpunch*. April 19. Accessed online: <http://www.counterpunch.org/2012/04/19/the-shocking-suspension-of-dr-price/>
- Dragiewicz, Molly. 2008. "Teaching about Trafficking: Opportunities and Challenges for Critical Engagement." *Feminist Teacher* 18 (3): 185-201.
- Dworkin, Andrea. 1979. *Pornography: Men Possessing Women*. New York: Dutton
- Eaton, A.W. 2007. "A Sensible Antiporn Feminism." *Ethics*. 117 (4): 674-715.
- Goettsch, Stephen L. 1987. "TEXTBOOK SEXUAL INADEQUACY? A REVIEW OF SEXUALITY TEXTS." *Teaching Sociology* 15 (3): 324-338.
- Hunter, Nan. 2006. Contextualizing the sexuality debates: A chronology. In *Sex wars sexual dissent and political culture*. 2nd ed, 16-29. New York: Routledge.

- Jenness, Valerie. 1990. "From Sex as Sin to Sex as Work: COYOTE and the Reorganization of Prostitution as a Social Problem." *Social Problems* 37 (3): 403-420.
- Jenkins, Henry. 2004. "Foreword: So You Want to Teach Pornography?" in Pamela Church Gibson (ed.) *More Dirty Looks: Gender, Pornography, and Power*. 1-7. London: BFI Publishing.
- Jolin, Annette. 1994. "On the Backs of Working Prostitutes: Feminist Theory and Prostitution Policy." *Crime and Delinquency* 40 (1): 69-83.
- Kesler, Kari. 2002. "Is a Feminist Stance in Support of Prostitution Possible? An Exploration of Current Trends." *Sexualities* 5 (2): 219-235.
- Kleinhans, Chuck. 1996. Teaching sexual images: some pragmatics. *Jump Cut: A Review of Contemporary Media* 40: 119-122.
- Miller-Young, Mirelle. 2010. "The Pedagogy of Pornography: Teaching Hardcore Media in a Feminist Studies Classroom." *Films for the Feminist Classroom* 2, no. 2. Online journal: http://www.signs.rutgers.edu/issue_2-2.html
- Miller-Young, Mirelle. 2010. "Putting Hypersexuality to Work: Black Women and Illicit Eroticism in Pornography." *Sexualities* 13 (2): 219-235.
- Myerson, Marilyn, Sara L. Crawley, Erica Hesch Anstey, Justine Kessler, and Cara Okopny. 2007. "Who's Zoomin' Who? A Feminist, Queer Content Analysis of "Interdisciplinary" Human Sexuality Textbooks." *Hypatia* 22 (1): 92-113.
- Outshoorn, Joyce. 2005. The political debates on prostitution and trafficking of women. *Social Politics: International Studies in Gender, State, and Society*. Vol 12 (1):141-155.
- Peterson, Z. D. 2010. What is sexual empowerment? A multidimensional and process-oriented approach to adolescent girls' sexual empowerment. *Sex Roles* 62: 307-313.
- Plummer, Ken. 2010. "A Round Up of Some Recent Books on Prostitution and Sex Work." *Sexualities* 13 (3): 394-400.
- Reading, Anna. 2005. "Professing Porn or Obscene Browsing? On proper distance in the university classroom." *Sexualities* 12: 547-558.

- Rosenbloom, Susan Rakosi, and Tina Fetner. 2001. "SHARING SECRETS SLOWLY: ISSUES OF CLASSROOM SELF-DISCLOSURE RAISED BY STUDENT SEX WORKERS." *Teaching Sociology* 29 (4): 439-453.
- Showden, Carisa R. 2012. "Theorising Maybe: A Feminist/Queer Theory Convergence." *Feminist Theory* 13(1): 3-25
- Smith, Clarissa. 2009. "Pleasure and distance: Exploring sexual cultures in the classroom." *Sexualities* 12 (5): 568-585.
- Snyder, R. Claire. 2008. "What is Third-Wave Feminism? A New Directions Essay." *Signs* 34 (1): 175-196.
- Stetz, Margaret D. 2003. "Teaching 'Comfort Women' Issues in Women's Studies Courses." *Radical Teacher* 66: 17.
- Suarez, Alicia E., and Alexandra Balaji. 2007. "Coverage and Representations of Sexuality in Introductory Sociology Textbooks." *Teaching Sociology* 35 (3): 239-254.
- Weitzer, Ronald. 2007. Prostitution: Facts and Fictions. *Contexts* 6 (28). Pp 28-33
- Wilson, Robin. 2012. "Tenured Professor is Placed on Leave After Showing a Film About Pornography." *The Chronicle*. April 20. Accessed online: <http://chronicle.com/article/Tenured-Professor-Is-Placed-on/131607/>

M. CATHERINE VANN

601 E 31st St Apt 2N, Baltimore, MD 21218 | 804-519-3688 |
catherinevann@gmail.com

EDUCATION

Towson University

M.S. Candidate in Women's and Gender Studies

Health and Sexuality Concentration **2012**

Thesis: "Teaching the Sex Industry:

Content Analysis of Sex Work and Pornography in Introductory Women's Studies
Textbooks"

Virginia Commonwealth University

B.A. in Women's Studies

Minor: Religious Studies

Honors: Magna Cum Laude **2010**

RELATED EXPERIENCE

Institute for Teaching and Research on Women

Graduate Assistant **August 2011 – Present**

Organizing and planning events, assisting department and faculty when requested

Women's Personal Injury Law Center

Intern **08-10**

Filing, Contacting clients, preparing information
packets, research

TEACHING EXPERIENCE

Independent Study

Virginia Commonwealth University

Observed and Instructed WMNS 201 under Prof. Liz Canfield

