

**ANTH203: Sex, Money, and Power:  
Anthropology of Intimacy and Exchange**

**Spring 2021**

**Professor Margot Weiss**

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**COURSE ZOOM:** <https://wesleyan.zoom.us/j/98086572660>



Sex and money—intimacy and economy—are often imagined to occupy distinct and separate spheres. Sex and intimacy are figured as private or domestic, in spaces of leisure, feelings, care, and personal connections. Money and economy, on the other hand, are purportedly public, located in the market and tied to labor, rationality, and impersonal (non)-relations. This course brings these spheres together, focusing on the links, exchanges, and circuits between the intimate and the economic in diverse cultural contexts across the Americas.

Taking up intersections of anthropological, feminist, Marxist, queer, and Black theory, we will connect economic, cultural, and political formations with race, ethnicity, nation, sexuality, class, and gender—scaling up to consider transnational exchanges and down to consider how these circuits impact people, families, and communities. We will build our own working definitions of key concepts: intimacy, division of labor, exchange, commodity, value, neoliberalism, consumer culture, and more. We'll test, apply, critique, and expand these concepts as we work through ethnographic case studies on contemporary sex work and tourism, marketing and pornography, reproduction and domestic labor, marriage, labor and care work, and sex stores and commodities. Throughout, we will ask: Whose labor is valued and recognized, and why? How do bodies accrue value, and in what kinds of marketplaces? When are intimacies—sexual and social—commoditized? How is race, gender, and sexuality central to these exchanges? How do transnational circuits constrain and/or empower people? And finally, who benefits from these relations, and who does not?

This is an Anthropology course that also satisfies a “Hemispheric Americas” requirement in American Studies. It is cross-listed in FGSS, and is part of both the Queer Studies Course Cluster and the Social, Cultural, and Critical Theory Certificate.

**Course Readings**

1. Susanna Rosenbaum, 2017. *Domestic Economies: Women, Work and the American Dream in Los Angeles*. Duke University Press. 978-0-8223-7002-4
2. Sarah Luna, 2020. *Love in the Drug War: Selling Sex and Finding Jesus on the US-Mexico Border*. The University of Texas Press. 978-1-4773-2050-1
3. Erica Lorraine Williams, 2013. *Sex Tourism in Bahia: Ambiguous Entanglements*. University of Illinois Press. ISBN:

4. Noelle Stout, 2014. *After Love: Queer Intimacy and Erotic Economies in Post-Soviet Cuba*. Duke University Press. 978-0-8223-5685-1

Optional (we'll be reading parts of):

- o Silvia Federici, 2012. *Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle*. PM Press. ISBN: 9781604863338
- o Nicole Constable, 2003. *Romance on a Global Stage: Pen Pals, Virtual Ethnography, and "Mail Order" Marriage*. University of California Press. ISBN:9780520238701

These books are available at the RJ Julia Bookstore. They are also on reserve, as ebooks, at Olin (via moodle). You are welcome to buy the books elsewhere and in any format that works for you. All of the articles we'll be reading for this course are available on the course Moodle and also as a course pack that you can order through your Wesleyan portfolio.

### **Course Assignments**

- Attendance and Participation – 10%
- 5 P&Qs: Passage for Discussion and Question(s) – 15%
- 4 Short Reflection Papers (3 pages each) – 40%
- Collective Project: Glossary and/or Panel Presentation – 10%
- Optional: Final Project/Paper – 25%

### Participation

This is an intensive seminar designed for an active learner; your participation is crucial to its success. We will be reading challenging theoretical essays, so participation in this course means coming to class ready to ask questions, to think about what is at stake, and to begin to forge your own analysis. Your participation should be grounded in the reading; pointing us to relevant sections of an article or to a particular quote is most productive. Remember, participation does not just mean talking, it means contributing to our collective learning – asking questions and expanding others' insights is often as useful as (maybe even more useful than) making declarations.

### P&Q: Passage for Discussion and Question(s)

Every other week, you'll post a passage and discussion question on the moodle before class (by noon on the day of our class). I'll ask you to lead part of our class discussion, based on your P&Q. When considering a passage: choose something from the readings that you think is especially interesting, important, provocative, challenging, or that will otherwise prompt meaningful discussion about the core issues at hand. Please type out your passage -- a passage can be anywhere from 1 sentence to 1 paragraph. Along with the passage, please include one discussion question. You will likely need a few sentences to explicate your question: make sure you give enough information for your question to be generative (aim for a question you think links to other important ideas or topics, gets at the heart of some theoretical issue, or opens up a new way of thinking). Your question can have sub-questions, if you like – it can connect to the passage, or it can be more holistic, for the day's readings as a whole. While you should take the time to read carefully and reflect on the material, you are not expected to master the class material before our session. The P&Q is meant to allow you to direct our discussion in ways most conducive to your learning and interests, and also raise

questions *you* have about the approaches we are considering. This portion of the course is graded credit/no credit (for satisfactory completion). [Sign up](#)

### Short Reflection Papers

You will turn in four 3-page double-spaced papers on the days listed on the syllabus (there are five papers listed – you may skip one of them without penalty). These papers give you a chance to connect and synthesize the analytical material/concepts with the ethnographic readings. While you are doing the reading for each class session, ask yourself: *How do the analytical readings and concepts help us understand and analyze the ethnography? What (if anything) is missing from the analytical framework that is revealed in the ethnographic case studies? What are the (multiple) intersections between economy and intimacy in the readings? What are the relationships between these intersections and power—privilege, oppression, empowerment, etc.?* These are big questions, and you'll want to approach them anthropologically—that is, with reference to concrete and specific “on the ground” examples, and a focused framework. Avoid generalization and summary; instead, use these papers to explore a particular issue, tension, or idea that arose in the unit with as much detail as possible—you'll want to provide **specific examples** from the readings (the more specific, the better: use quotes from people interviewed, particular stories that illustrate your point, etc.). Part of this assignment is to learn how to make a concise argument, so do not waste your words with extensive introductions, conclusions, or repetition—just jump right in! If you do all 5, this counts for extra credit (10%). Papers are graded if you are doing graded mode; if not, you will receive ample comments.

### Collective Project: Glossary and/or Panel Presentation

You are responsible for one collective contribution to our class: either an addition of a key term to our collective glossary or participation in one of the panels. (You can do both, for extra credit of 10%). This part of the course is graded CR/U, for satisfactory completion.

- Collective Glossary: On our Moodle there is a glossary called “Key Terms.” Throughout the semester, we will build a glossary of the key terms we explore in this class: intimacy, economy, division of labor, reproductive labor, primitive accumulation, global care chain, patriarchy, and so on. Full contribution entails adding a core definition of a key term from our course readings (with page citations). A secondary contribution is adding an example or explanation, background, or summary, and/or linking to other illuminating resources), and/or editing or refining material already posted.
- Panel Presentation: There are 10 possible Panels, each meant to give the class supplementary information; they are debates or problematics that complement or expand the readings for that day. For instance, on the day we discuss Domestic Economies, the panel is on research on housework today; on the day we discuss the Global Division of Labor, the panel is on contemporary transnational surrogacy; on the day we discuss Ethno-erotics, the panel is on camming/cam girls, etc.). Working either alone or in a small (2-3 person) group, your task is to do some additional research/reading on your topic (I've provided starting places on the moodle), and then present this material in a clear, comprehensible way that will enhance the class's understanding and add to our discussion. You'll want to post (on the moodle) a “brief” – a one-page summary of the topic and the core questions or problematics it raises. In

class, you will have 20 minutes to present the material, making sure to explain how it connects to the main readings for that day. You might want to include something interactive—an exercise, a handout, short clips/media, excerpts from the reading, etc.—so that students can engage. Check with me the day before our class if you want to “bring in” something unusual, so that we can do a tech check. Sign up

### Final Project/Paper

Your final assignment is a paper/project of 8-10 double-spaced pages (or equivalent). It can be based on course readings, it can be an expansion of one of your Short Reflection Papers or Panels, or it can entail research on a new topic. Broadly, the paper must be relevant for the course: it must explore an intersection of sex/intimacy and money/economy. Beyond this, the focus of your paper is up to you. Be on the lookout for something you want to examine throughout the semester (and check out my recommendations, under “want more?”). The final is optional: if you are satisfied with your grade at the end of the term, you do not need to do a final. Doing extra work during the semester (by writing the 5<sup>th</sup> Reflection Paper and/or doing additional Collective project work) could impact whether you need/want to do the final.

### **Grading mode**

This course is offered Student Option. If you opt to take it Credit/Unsatisfactory, you will do all assignments, but they will not be graded. Instead, you will receive ample feedback on your work, and you will be asked to periodically review your own progress toward your goals. There are multiple reasons to take the course C/U; one of them is that stepping away from evaluation can enable you to prioritize deeper learning. I know that, in our neoliberal education system, grades and credentialing are hard mindsets to take a break from, but I hope you make the most of this relatively risk-free opportunity to focus on other priorities.

### **Notes on the Online Format**

Let’s pledge to be patient and kind with each other in these challenging times. If there are things that are not working for you – tech, connection, format, class dynamics, work or reading load – and/or if you have ideas for making our class better, please bring them to me! Since we’ll be online, we won’t be able to read each other’s cues as easily as in person, so we each need to ramp it up a little bit in order to make a connection virtually. One of the best things about a seminar like this is being able to think together, learn from and challenge each other, as the classroom becomes a space of disagreement and debate, as well as agreement, laughter, and shared insights. This kind of space doesn’t just happen; it is something we need to build together, proactively, so if you have ideas for building our classroom community, please share! You should feel free to join the class Zoom before class starts (I will not be there) to chat and hang out, as you might in a physical classroom. Other possibilities include: I could reserve on-campus study spaces for you to meet (optional, depending on the COVID situation), we could open a class SLACK (etc.) group, I could add readings to a course Perusall, etc. Please share ideas!

**Policy on Absences:** You may miss 2 classes without explanation or penalty: think of these as sick (or health) days, and take them when needed. No need to let me know or provide detail unless you are dealing with something serious, in which case we should have a more detailed conversation that will likely include your Class Dean. Missing 5 or more classes is

grounds for No Credit.

**Policy on extensions:** In a typical semester, I rarely grant extensions, except for emergency situations and as disability accommodations—in part because I have found that pushing off work can make things worse for the procrastinators and anxious among us (myself included) and a crappy paper turned in while the class ideas are fresh is often better, pedagogically, than a “perfect” one turned in much later or not at all. However, this semester there is the small matter of the Global Pandemic. So, if you are having any difficulty with deadlines, please be in touch and let’s talk about it. Note, however, that you cannot turn in P&Qs late, as they are meant to structure the class discussion for that day. In addition, the Final Paper/Project is due the last moment of final exam week, so if you have valid reasons for needing more time on that, you will need to request an Incomplete for the course.

**Office Hours:** I have set office hours Mondays and Wednesdays; schedule an appointment using my online calendar: <http://calendly.com/margot-weiss>. If you cannot make any of my available times, email me and we will work out an alternative time to meet. Plan to talk to me about course material or any concerns or ideas you might have – or just to say hi and chat and connect outside of class. If you need to call (say, because you are having a sudden internet problem), my phone is (860) 398-9091.

### **Students with Disabilities**

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in, and benefit from, its programs and services. To receive accommodations, a student must have a disability as defined by the ADA. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible. If you have a disability, or think that you might have a disability, please contact Accessibility Services in order to arrange an appointment to discuss your needs and the process for requesting accommodations. Accessibility Services is located in North College, rooms 021/218, or can be reached by email ([accessibility@wesleyan.edu](mailto:accessibility@wesleyan.edu)) or phone (860-685-2332).

COVID updates: <https://www.wesleyan.edu/studentaffairs/disabilities/distance-learning.html>

### **Honor Code**

All work must be done in compliance with the Honor Code. If you need help with proper citations or you have questions on how to avoid plagiarism, let me know or contact the

**Writing Workshop:** <https://www.wesleyan.edu/writing/writingworkshop/index.html>

## Course Schedule

### Wed, Feb 10: Introduction to the course

#### Mon, Feb 15: Setting Terms: Intimacy and Economy

- Viviana Zelizer, 2007. "Encounters of Intimacy and Economy," in *The Purchase of Intimacy*
- Rhacel Parrenas and Eileen Boris, 2010. "Introduction" to *Intimate Labor*

Rec: Nicole Constable, 2009. "The Commodification of Intimacy" *Annual Review of Anthropology*  
Group 1 P&Q

#### Wed, Feb 17: Private Property, the Household, and the Division of Labor

- Friedrich Engels, 1884. "Origins of the Family, Private Property and The State" in *Marx-Engels Reader* (to p. 751)
- Karen Sacks, 1975. "Engels Revisited" in *Toward an Anthropology of Women*
- Evelyn Glenn, 1992. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor" in *Signs*

Rec: Silvia Federici, 2012. "Introduction" and "Counterplanning from the Kitchen," *Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle*

Rec: Susan Gal, 2002. "A Semiotics of the Public/Private Distinction" *differences*  
Group 2 P&Q

#### Mon, Feb 22: Domestic Economies

- Susanna Rosenbaum, *Domestic Economies: Women, Work, and the American Dream in Los Angeles* (Intro – Chapter 3)

Rec: Silvia Federici, 2012. "Reproduction and Feminist Struggle in the New international Division of Labor," *Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle*

Panel 1: Hours Spent Doing housework (COVID)  
Group 3 P&Q

#### Wed, Feb 24: Domestic Economies

- Susanna Rosenbaum, *Domestic Economies: Women, Work, and the American Dream in Los Angeles* (Chapter 4 - end)
- Ana Y. Ramos-Zayas, "Affective Inequalities: Childcare Workers and Elite Consumptions of Blackness" in *Parenting Empires: Class, Whiteness, and the Moral Economy of Privilege in Latin America*

Rec: Arlie Hochschild, on affective labor

Rec: Shellee Colen, 1995. "'Like a Mother to Them': Stratified Reproduction and West Indian Childcare Workers and Employers in New York" *Feminist Anthropology*

Panel 2: "Wages Against Housework"  
Group 4 P&Q

#### Mon, Mar 1: Globalized Division of Labor / Accumulation and Value

- Maria Mies, 1986. "Colonization and Housewifization" in *Patriarchy and Capital Accumulation on a World Scale: Women in the International Division of Labour*
- Arlie Hochschild, 2003. "Love and Gold" in *The Commodification of Intimate Life*
- Jason Moore, 2015. "Endless Accumulation, Endless (Unpaid) Work?"

- Francoise Verges, 2020. "The Wombs of Black Women, Capitalism, and the International Division of Labor" in *The Wombs of Women: Race, Capital, Feminism*

Rec: Silvia Federici, 2012. "Feminism and the Politics of the Common in an Era of Primitive Accumulation," *Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle*

Rec: Ann Laura Stoler, "Carnal Knowledge and Imperial Power: Gender and Morality in the Making of Race" in *Carnal Knowledge and Imperial Power*

Rec: Encarnacion Gutierrez-Rodriguez, 2014. "Domestic work—affective labor: On feminization and the colonality of labor" *Women's Studies International Forum*

Panel 3: Domestic Workers Organize

Panel 4: contemporary womb work

Group 1 P&Q

### **Wed, Mar 3: Film: *Paper Dolls***

(opt: *The Second Mother, Lesbian Factory, Made in India: A Film About Surrogacy*)

- Martin Manalansan, 2010. "Servicing the World: Flexible Filipinos and the Unsecured Life," *Political Emotions*

### **Due: short reflection paper 1: Friday March 5**

### **Mon, Mar 8: Sex/Gender/Race: "The" Family, Patriarchy, Racism, Labor**

- Gayle Rubin, 1975. "The Traffic in Women" in *Toward an Anthropology of Women* (focus on pp. 157-183 and 198-200)
- Heidi I. Hartmann, 1979. "Patriarchy" excerpt from "The Unhappy Marriage of Marxism and Feminism Towards a More Progressive Union"
- Gloria Joseph, 1981. "The Incompatible M nage   Trois: Marxism, Feminism and Racism" in *Women and Revolution*
- Saidiya Hartman, 2016. "The Belly of the World: A Note on Black Women's Labors," *Souls*

Rec: Angela Davis, 1971. "Reflections on the Black Woman's Role in the Community of Slaves" *The Black Scholar*

Rec: Hortense J. Spillers, 1987. "Mama's Baby, Papa's Maybe: An American Grammar Book," *Diacritics*

Rec: Silvia Federici, 2012. "Wages Against Housework," *Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle*

Rec: Patricia Hill Collins, 1998. "It's All in the Family: Intersections of Gender, Race, and Nation" *Hypatia*

Group 2 P&Q

### **Wed, Mar 10: Transnational Wedding Exchanges // Fairy Tales and the Wedding Industrial Complex**

- Nicole Constable, 2003. *Romance on a Global Stage: Pen Pals, Virtual Ethnography, and "Mail Order" Marriage* (excerpt: Introduction, Ch. 1, 4-6; 3 recommended): online only

Panel 5: Wedding Industrial Complex/today

Group 3 P&Q

### **Mon, Mar 15: Marxist Feminist Queer Critique of Marriage (and the Family, Property)**

- Michael Warner, "Normal and Normaller: Beyond Gay Marriage" in *GLQ* (skim)
- "Is Gay Marriage Racist?" from *That's Revolting*

- Sophie Bjork-James, 2020. "White Sexual Politics: The Patriarchal Family in White Nationalism and the Religious Right" *Transforming Anthropology*
  - Sophie Lewis, COVID and the nuclear private household (*online*)
- Rec: Patricia J. Williams, 2018. "Intimacy and the Untouchable: Marriage and the Traumatic History of 'In-law' and 'Outlaw' Family" *differences*
- Rec: Cheryl I. Harris, 1993. "Whiteness as Property" *Harvard Law Review*
- Rec: Yasmin Nair, 2010. "Introduction" to *Against Marriage* (pp. 1-9)
- Rec: Elizabeth Freeman, "Marriage" in *Keywords for American Cultural Studies*
- In class: Liberation statements: Radicalesbians, 1970. "The Woman Identified Woman," Gay Liberation Platform, 1970; "What We Want, What We Believe," 1972.

### **Panel 6: Communizing Care**

Group 4 P&Q

### **Due: short reflection paper 2: Monday, March 15**

#### **Wed, Mar 17: Marriage and/vs Love: Gender, Sex, Race, Work, Value**

- Emma Goldman, "Anarchy and the Sex Question" (1896), "The Traffic in Women" (1910), and "Marriage and Love" (1914) (all linked on Moodle)
- Silvia Federici, 1975. "Why Sexuality is Work" in *Revolution at Point Zero*
- Kathi Weeks, 2017. "Down with Love: Feminist Critique and the New Ideologies of Work" *WSQ*

Rec: Kathi Weeks, 2014. "Problems with Work," *New Labor Forum*

Group 1 P&Q

#### **Mon, Mar 22: Film: *Live Nude Girls, Unite!***

#### **Wed, March 24: Spring Break, no class**

#### **Mon, Mar 29: Sex, Love, Labor**

- Sarah Luna, 2020. *Love in the Drug War: Selling Sex and Finding Jesus on the US-Mexico Border* (first half)

Rec: Erica Williams, 2012. "Sex Work" in *The Wiley-Blackwell Encyclopedia of Globalization*

### **Professor Luna will join us in class**

Group 2 P&Q

#### **Wed, Mar 31: Sex, Love, Labor**

- Sarah Luna, 2020. *Love in the Drug War: Selling Sex and Finding Jesus on the US-Mexico Border* (finish)

Group 3 P&Q

#### **Mon, Apr 5: Stratified Intimacies: Class, Money, Authenticity and the Purchase**

- Elizabeth Bernstein, 2007. "Buying and Selling the 'Girlfriend Experience' The Social and Subjective Contours of Market Intimacy" *Love and Globalization*
- Susan Dewey, 2011, "Feminized Labor and the Classed Body" or "Being a Good Mother in a 'Bad' Profession" *Neon Wasteland: Love, Motherhood, & Sex Work in a Rust Belt Town*
- Kimberly Kay Hoang, 2011. "'She's Not a Low-Class Dirty Girl!': Sex Work in Ho Chi Minh City, Vietnam" *Journal of Contemporary Ethnography*



Panel 7: Sex Trafficking?  
Group 4 P&Q

**Due: short reflection paper 3: Monday, April 5**

**Wed, Apr 7: Commodities, Value, Exchange**

- Karl Marx, 1867. "The Fetishism of the Commodity and Its Secret" and "The Process of Exchange" in *Capital, Vol. 1*
- Diane Tober, 2001. "Semen as Gift, Semen as Goods" in *Commodifying Bodies*
- bell hooks, 1992. "Eating the Other" *Black Looks*

Rec: Arjun Appadurai, 1986. "Introduction: Commodities and the Politics of Value" *The Social Life of Things*

Group 1 P&Q

**Mon, Apr 12: Sex Tourism and the Commodification of Race/Gender/Sexuality**

- Erica Lorraine Williams (2013). *Sex Tourism in Bahia: Ambiguous Entanglements* (first half)

Group 2 P&Q

**Wed, Apr 14: cont. Commodification of Race in Sex Work**

- Erica Lorraine Williams (2013). *Sex Tourism in Bahia: Ambiguous Entanglements* (finish)

**Professor Williams will join us in class**

Group 3 P&Q

**Mon Apr 19: Ethno-erotics, Racialization, (Queer) Commodification**

- George Paul Meiu, 2017. "Slippery Intimacy and Ethno-erotic Commodification," *Ethno-Erotic Economies: Sexuality, Money, And Belonging in Kenya*
- Gregory Mitchell, 2015. "Typecasting: Racialized Masculinity and the Romance of Resistance" –or– "TurboConsumers in Paradise: Sexual Tourism and Civil Rights" in *Tourist attractions: performing race and masculinity in Brazil's sexual economy*
- M. Jacqui Alexander, 1994. "Not Just (Any) Body Can Be a Citizen: The Politics of Law, Sexuality and Postcoloniality in Trinidad and Tobago & the Bahamas" *Feminist Review*

Panel 8: Camming

Group 4 P&Q

**Wed Apr 21: Film: Heading South – or - Luchando**

- Deborah Pruitt and Suzanne LaFont, 1995. "For Love and Money: Romance Tourism in Jamaica" *Annals of Tourism Research*
- Amalia L. Cabezas, 2009. "Eroticizing Labor in All-Inclusive Resorts" *Economies of Desire: Sex and Tourism in Cuba and the Dominican Republic*

Rec: Erica Williams, 2012. "Romance Tourism" in *the W-B Encyclopedia of Globalization*

**Due: short reflection paper 4: Friday, April 23**

**Mon, Apr 26: Queering Political Economy**

- Noelle Stout, 2014. *After Love: Queer Intimacy and Erotic Economies in Post-Soviet Cuba*

(first half)

**Professor Stout will join us in class**

Group 1 P&Q

**Wed, Ap 28: Queering political economy**

- Noelle Stout, 2014. *After Love: Queer Intimacy And Erotic Economies In Post-Soviet Cuba* (finish)

Group 2 P&Q

**Mon, May 3: Sexual Identity and Neoliberal Capitalism**

- John D’Emilio, 1983. “Capitalism and Gay Identity” in *Powers of Desire*
- Rosemary Hennessey, 1995, excerpt from *Profit and Pleasure: Sexual Identities Under Late Capitalism*
- Amber Hollibaugh and Margot Weiss, 2015. “Queer Precarity and the Myth of Gay Affluence” *New Labor Forum*

Rec: Beth Capper and Arlen Austin, 2018. “Wages for Housework Means Wages *against* Heterosexuality”: On the Archives of Black Women for Wages for Housework and Wages Due Lesbians” *GLQ*

Rec: Petrus Liu, 2020. “Queer Theory and the Specter of Materialism” *Social Text*

Rec: Margot Weiss, 2018. “Queer Politics in Neoliberal Times (1970s-2010s)” in *Routledge History of Queer America*

Group 3 P&Q

**Wed, May 5: Consumerism / Sexuality**

- Margot Weiss, 2011. “Becoming a Practitioner” and “Unpacking the Toy Bag” in *Techniques of Pleasure: BDSM and the Circuits of Sexuality*
- Debra Curtis, 2004. “Commodities and Sexual Subjectivities: A Look at Capitalism and its Desires” in *Cultural Anthropology*

Rec: Donald Lowe, 1995, excerpt from “Sexual Lifestyle and Late Capitalist Consumption” in *The Body in Late-Capitalist USA*

Group 4 P&Q

Panel 9: Politics of Pornography

Panel 10: Sex (toy) Stores and Feminism

**Due: short reflection paper 5: Friday, May 7**

**Mon, May 10: Liberation? Freedom?**

Tbd

**Wed, May 12: Last class wrap up!**

**Final paper due May 21 by noon**