



CHAPTER 18: Sex Work and Human Trafficking: When Human Rights Movements Violate Human Rights
Guided Notes

CHAPTER SUMMARY:

Write 3-5 sentences to explain the main points of the chapter.

CONVERSATION:

Write a one-sentence description for each of the contributors to this chapter.

Write 3 main points from each contributor's response.

PARTICIPANT: Juliana Piccillo, Arizona

TOPIC: *Introduction*

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TOPIC: *Artivism and Juliana's New Film, "Whores on Film"*

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TOPIC: *White Slave Trade from the Early 20th Century*

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TOPIC: *Contemporary Human Trafficking Rhetoric*

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TOPIC: *The Consequences of Film Portrayals and the Rhetoric Around Sex Workers*

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TOPIC: *Current Sex Workers' Rights Activism*

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PARTICIPANT: **Tamika Spellman, Washington DC**

TOPIC: *Background*

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TOPIC: *Decriminalizing Sex Work*

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What is the Nordic Model?

QUESTION: *Are you finding that the DC city council are at all receptive to your success in harm reduction efforts or are they still trying to come from a morally kind of dubious standpoint with some of their laws?*

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QUESTION: *What do you think are some of the ways we can hold police accountable for their actions against sex workers?*

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QUESTION: *What do you advise people now when a crime is committed against them? When they're sex working? What do you advise them to do?*

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QUESTION: *Could you talk about how FOSTA/SESTA has affected consensual sex workers? I think that's a point that gets lost here how much the internet was being used by consensual sex workers to help them get off of the streets.*

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QUESTION: *What do you think is the difference between pornography and sex work and why is pornography legal but not sex work?*

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TOPIC: *Transgender People of Color*

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PARTICIPANT: **Monica Jones, Arizona**

QUESTION: *Our first question from the group is about your arrest under Project Rose headed up by Dominique Roe-Sepowitz a social work professor at ASU where you were also a student at the time. Just curious did this impact your relationship with, or your impression of your university? Were professors or the student body helpful at all in getting your case dismissed?*

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QUESTION: *The manifesting law is very reminiscent of Arizona state bill 10 70, and it allows law enforcement to use prejudicial profiling as a justification for just walking up to people on the street and interrogating them. What can we do to have this law overturned and rejected as Arizona did with SB 1070?*

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What was SB 1070?

QUESTION: *[I]t's very clear transgender people should not have their rights violated based on the notion that this system or society knows them better than they know themselves. So what legal or political mechanisms do you know of that promote self-authorship and self-determination for trans persons that can protect them in a society where they are presumed not to know themselves?*

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QUESTION: *Are there any organizations that come mind that you would encourage people to support that, that you know, are doing this work closely and very well?*

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QUESTION: *In 2020, we've seen at least 26 transgender/gender nonconforming people fatally shot or killed [in the USA]. And I said, "at least" because a lot of these go unreported or misreported. And so just curious what your thoughts are, if there's something that you think the greater LGBTQ community can do to help this social issue.*

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QUESTION: *One of the terms that we haven't really talked about is TERF. I wondered if you could talk about trans exclusionary, radical feminists and how second wave feminists have often been almost enemies of trans folks.*

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QUESTION: *You had mentioned a little bit about your travel to South Africa. To what extent have your connections with sex worker advocates in other countries changed or influenced the way you approach your own advocacy in the US?*

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QUESTION: *I love that you touched on the Black Lives Matter movement because yes, we have to dismantle racism. What is an effective way to have common cause in the black community. It is historically divided, that's how we've remained depressed by being so divided, through colorism, through homophobia, through transphobia. I think it's a tipping point in our history: you can't be out here marching for black lives, and not be out here for trans lives, and not be out here for the rest of the LGB communities.*

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DISCUSSION QUESTIONS:

Be prepared to answer the following discussion questions/questions for further research. Write a few points that could be used to support your answers from the chapter summary, chapter discussion, and your own knowledge/research.

- 1. What are some other characters in Hollywood films and other media that are almost always presented in a negative light? What are the effects of such portrayals?**
 - a.
 - b.
 - c.

- 2. What does it take to change your viewpoints on an issue? Is art helpful as Juliana suggests? When does art reinforce someone's viewpoints? When can they be changed?**
 - a.
 - b.
 - c.

- 3. How is the policing of sex work related to other types of policing?**
 - a.
 - b.
 - c.

- 4. How have FOSTA/SESTA (USA legislation of 2018: Stop Enabling Sex Traffickers Act (SESTA); and Allow States and Victims to Fight Online Sex Trafficking Act (FESTA)) and other anti-trafficking measures harmed consensual sex workers?**
 - a.
 - b.
 - c.

- 5. Why do the speakers below all support the decriminalization of sex work instead of the Nordic Model?**
 - a.
 - b.
 - c.

6. What does Monica Jones mean when she says “hurt people hurt people”? How does this apply to other human rights issues? To interpersonal relationships?

a.

b.

c.

TAKE ACTION:

Write a few ways you can take action regarding sex work and human trafficking.

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CONTINUING THE CONVERSATION

If you were to talk to Juliana, what would you ask?

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If you were to talk to Tamika, what would you ask?

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If you were to talk to Monica, what would you ask?

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Pick one participant and do some more research regarding their work.

Participant: _____

Notable Facts:

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Who is another individual knowledgeable about this topic that you know of and would like to see speak/hear their story?
