

**The University of British Columbia**  
**Sociology 369: Section 201**  
**Sociology of Sexualities**  
**Course Syllabus**

**Class: January 8 – April 2, 2019; Tuesdays 6-9 pm**  
**Location: ANSO 205 (and break out seminars in ANSO 207)**  
**Instructor: Dr. Brandy Wiebe**  
**E-mail: [brandy.wiebe@ubc.ca](mailto:brandy.wiebe@ubc.ca)**

**Assignments will NOT be accepted by email.**

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**Office Hours: Tuesdays, 12:30-1:30pm or by appointment**  
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**Office: ANSO 16**  
**Office Hours: Thursdays 1:30-2:30 pm**

**Course Description:**

In this course we will explore a number of perspectives on a range of sexualities, sexual practices and identities. We will examine sexualities both historically and contemporarily; however the focus will be more on the present. We will also explore how gender, class and racialization intersect with various sexualities. As such, we will account for the many structural influences that shape our experiences of sexuality but will always remain cognizant of the personal agency that all people inventively enact in negotiating their various sexual identities, practices and encounters. Sexuality in this course will never be assumed to be something that is ‘natural’ or essential to a person, rather we will explore sexuality as something that is socially and historically constructed, a range of practices and identities that are differently privileged and excluded in various power relations and discourses.

We will read the works of theoretical writers such as Michel Foucault, Patricia Hill Collins, C. J. Pascoe, Yen Le Espiritu, Laura Kipnis and Deborah Brock. The course material covers a range of theoretical perspectives, including sociology, women’s studies, queer theory and critical race theory, alongside a range of methodological approaches. The course materials will indeed be challenging and you will be expected to stretch your theoretical and critical engagement with the topics we cover. We will address and critically assess many of our assumptions around sexuality in its myriad practices. Class participation and discussion will be central to this course. An open mind and regular attendance is expected. Reading the required readings in advance of class will facilitate your class participation in lectures and student presentations. I encourage you to make the most of this valuable learning experience!

In most classes we will begin with a lecture of approximately 90 minutes and then we will have a break followed by approximately 60 minutes of student presentations on that day’s class readings.

### **Course Readings:**

Most readings are available online through UBC libraries.

**Those unavailable online are in a**

Custom Course Pack: *Sociology 369: Sociology of Sexualities*

Sold at the UBC Bookstore

### **Course Evaluation, Due Dates and Description:**

Seminar Presentation: **15%**

Exam 1: **25%**

Tuesday, February 12 in class

Exam 2: **25%**

Tuesday, March 19 in class

Research Paper: **30%**

Due in class Tuesday, March 5

Class Participation: **5%**

### **Seminar Presentation, 15%, Classes 3-5, 7-9 and 11-12,**

The first day of class you will have the opportunity to sign up for a seminar presentation on the **required readings** for one class during classes 3-5, 7-9 and 11-12. You will be working with 3 or 4 other people in preparing a **20 minute oral presentation** on the readings' main themes. PowerPoint and a brief video clip (max 4 mins) may be used. For each reading, you must identify and discuss:

- the author's research question (what did they set out to do and why?)
- a summary of the article's arguments
- 2 strengths and 2 weaknesses of the research
- 2 new directions of research the article's limitations inspire

In the remaining **30 minutes** your group will pose 3-4 questions per article and *facilitate* class discussion of the theoretical and methodological issues raised by these questions.

*You must prepare one double-sided page (TOTAL) summary of both readings (including questions) to be photocopied and handed out to the class.*

You will be evaluated on the clarity of your summaries, the depth of your critical engagement with the readings (including discussions of strengths and weaknesses, future directions of research and questions), presentation quality, facilitating class discussion and *collaboration* with your group.

### **Exam One, 25%, Tuesday, Feb 12**

This exam will consist of short answer questions. It covers readings and all class materials from weeks 1-5

### **Exam Two, 25%, Tuesday Mar 19**

This exam will consist of short answer questions and there will be one question that requires you to critically apply the insights from the class. It covers readings and all class materials from weeks 7-9.

## **Research Paper, 30%, Due Tuesday, March 5**

MUST NOT EXCEED 6 pages double spaced (12 pt Times New Roman font)

The goal of this assignment is for you to critically engage with a sociology of sexualities-related topic that interests you. Any of the topics we cover in class or any sex-related topic that we haven't addressed are fine. Please run your idea by me first, to ensure its suitability and for feedback. (Note: if you choose a trans-related issue you need to be careful that you focus on issues of *sexuality* rather than gender)

In this formal essay please include:

### **Introduction (5 marks)**

- Introduce the topic (why is it important?)
- Clarify why you choose this topic
- Provide a clear thesis statement (what is the purpose of your essay?)
- Set topic limits (how have you narrowed your topic?)
- Discuss the 'common sense' assumptions that people make about your topic

### **Synthesis and critique of relevant research material (15 marks)**

- Include at least 4 peer-reviewed academic journal articles (or book chapters-only if passed by me). At least one of these articles must be written by a sociologist and no more than one can be from the same author or journal. The articles must all have been **published since 2005. This does not include class materials**
- Discuss the relevant theoretical background to the topic
- Provide an *integrated* discussion of the research you cover (do not just summarize)

This is the most important part of the essay. You are overviewing the research but it is also important to critically engage with it in addition.

### **Conclusions (7 marks)**

- Include a paragraph reflecting on how the research you conducted affected your view of this topic in light of the materials we have covered in class. How did it make you think about: power relations and agency differently? Or how sexualities are variously constructed and privileged?
- Identify at least 2 strengths and 2 weaknesses in the research you covered
- Suggest at least 2 new directions for research in this area. Here's your time to shine, I want to hear your novel ideas!

### **Style (3 marks)**

- Reference in any style you are comfortable with but you must be **CONSISTENT** and thorough in its usage and include **year and page for all references** within the text.
- Writing skills (spelling, grammar, readability, etc.)
- Presented in a professional manner

Be sure to proofread your paper before handing it in!

Take notes to keep track of the information you gather so as not to plagiarize.

### **Class Participation, 5%**

This 5% is included not to penalize people who are uncomfortable speaking out in class but to encourage a space where everyone's input can be respectfully heard and actively encouraged. You will have multiple opportunities and ways to contribute to class discussion. Paramount in this classroom is the respect and dignity of all people involved.

### **Course Policies:**

Plagiarism is a serious, punishable offense and will not be tolerated.

Deadlines and Exams: These dates are firmly set and can only be negotiated in the case of unforeseen events (illness, funerals, etc). Documentation is required in the case of a missed exam or late paper. With documentation alternative arrangements will be discussed with the student. Without documentation late papers will receive a deduction of 10% per day late and missed exams will be given a mark of 0.

Submission of assignments: Papers assignments should be submitted as a *hard copy* in class. E-mails will not be accepted. Papers not given to me in person **MUST** be date and time stamped and submitted to the Main Office in ANSO. Assignments slipped under my door will not be accepted.

**Late submission will not allow time for comprehensive feedback to be given.**

**Late assignments will not be accepted more than 7 days after their due date.**

### **'Early Alert':**

During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance. In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counselling, or other resources and support to help you get back on track. The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit [earlyalert.ubc.ca](http://earlyalert.ubc.ca).

### **Student Needs:**

This course welcomes folks with physical and learning disabilities. If you require any assistance please speak with Dr. Wiebe early in the semester, so that efforts can be made. The Disability Resource Centre in Brock Hall is available for further consultation and resource provision.

## **Course Overview and Readings:**

### **Jan 8 – Class One: Introduction and Theoretical Orientations**

#### **Jan 15 – Class Two: Theorizing Sexualities**

Michel Foucault, *The History of Sexuality, Volume 1*. (New York: Vintage Books, 1980): 17-49

Patricia Hill Collins, “Prisons for Our Bodies, Closets for Our Minds,” in *Black Sexual Politics*, P.H. Collins (New York, NY: Routledge, 2004): 87-116.

Video Clip: ‘Master of One’s Domain’ Seinfeld (1992)

#### **Jan 22 – Class Three: Historical Queer Sexualities**

\*Seminars Begin\*

Steven Maynard, “Through a Hole in the Lavatory Wall: Homosexual Subcultures, Police Surveillance and the Dialectics of Discovery, Toronto 1890-1930,” in Joy Parr and Mark Rosenfeld, eds. *Gender and History in Canada* (Toronto: Copp-Clark, 1997):165-184.

Becki Ross, “Distaining the (Tattooed) Delinquent Body: Moral Regulatory Practices at Street Haven,” *Journal of the History of Sexuality* 7:4 (Spring 1997): 561-595.

#### **Jan 29 – Class Four: Contemporary Heterosexualities**

C.J. Pascoe, “‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse,” *Sexualities* 8:3 (July 2005): 329-346.

Virginia Braun, Nicola Gavey and Kathryn McPhilips, “The ‘Fair Deal’? Unpacking Accounts of Reciprocity in Heterosex,” *Sexualities* 6:2 (2003): 237-261.

Video Clip (if time): ‘The Birdcage’ (1995)

OR ‘The One with Phoebe’s Uterus’ Friends (1998)

#### **Feb 5 - Class Five: Contemporary Queer Sexualities**

Required Readings:

April Scarlette Callis, “Bisexual, Pansexual, Queer: Non-binary Identities and the Sexual Borderlands,” *Sexualities* 17:1-2 (2014): 63-80

Peter Hennen, “Bear Bodies, Bear Masculinity: Recuperation, Resistance, or Retreat?” *Gender & Society* 19:1 (February 2005): 25-43

Video Clip: ‘I’m the One That I Want’ Margaret Cho (2000)

#### **Feb 12 – Class Six: \*Exam 1\***

#### **Feb 26 – Class Seven: Sexualized Racisms**

Yen Le Espiritu, “We Don’t Sleep Around Like White Girls Do: Family, Culture and Gender in Filipina American Lives,” *Signs* 26:2 (2001): 415-440.

Andrea Smith, “Queer Theory and Native Studies: The Heteronormativity of Settle Colonialism,” *Gay and Lesbian Studies* 16:1-2 (2010): 41-68.

**Mar 5 – Class Eight: Pornographies and the Porn Debates**

\*Research Paper Due IN CLASS\*

Catherine MacKinnon, “Defamation or Discrimination” in *Only Words* (Cambridge: Harvard University Press, 1993): 3-41.

Lynn Segal, “Does Pornography Cause Violence? The Search for Evidence,” in Pamela Church Gibson and Roma Gibson, eds. *Dirty Looks: Women, Pornography and Power* (London: BFI Publishing, 1993): 5-21.

**Mar 12 – Class Nine: Sex Work**

Deborah Brock, “Social Regulation and Sex Work,” in *Making Work, Making Trouble*. Second Edition. (Toronto: University of Toronto Press, 2009): 3-26.

Joan Phillips, “Tourist-Oriented Prostitution in Barbados,” in Kamala Kempadoo, ed. *Sun, Sex, and Gold: Tourism and Sex Work in the Caribbean* (Lanham: Rowman and Littlefield Publishers, 1999): 183-200.

Video Clip (if available): ‘Prowling By Night’ (1990)

**Mar 19 – Class Ten: \*Exam 2\***

**Mar 26 – Class Eleven: Sexualized Violence**

Kaitlynn Mendes, Jessica Ringrose and Jessalynn Keller, “#MeToo and the Promise and Pitfalls of Challenging Rape Culture through Digital Feminist Activism,” *European Journal of Women’s Studies* 25(2), (2018): 236-246.

Fahs, Breanne, “‘Freedom to’ and ‘freedom from’: A new vision for sex positive politics,” *Sexualities* 17(3), (2014): 267-290.

**Apr 2 – Class Twelve: Sexuality and Popular Culture**

Jane Caputi, “The Color Orange? Social Justice Issues in the First Season of *Orange is the New Black*,” *The Journal of Popular Culture* 48:6 (2015): 1130-1150.

Mitchell Hobbs, Stephen Owen and Livia Gerber, “Liquid love? Dating Apps, sex, relationships and the digital transformation of intimacy,” *Journal of Sociology* 53:2 (2017): 271-284.