

*University of British Columbia*  
***Soci 369: The Sociology of Sexualities, September – December 2019***

**Professor: Becki Ross**  
**Tuesdays/Thursdays, 3:30 – 5:00 pm**  
**Location: ANSO 207/209**  
**(Thursday seminars, ANSO 205)**  
**TA: Ryan Stillwagon, Office: Room 0016 ANSO**  
**TA office hours: Thursdays, 12:30 – 2:00 pm**  
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**Ross's Office: Rm 3119, ANSO**  
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**Ross's email: becki.ross@ubc.ca**  
**Ross's Office hours: Thurs. 5:00 – 6:30 pm**  
**\*Prof. Ross does not download students' materials**

*Our course meets on the traditional, unceded, and stolen territory of the Musqueam Nation.*

According to the late French philosopher Michel Foucault, since the eighteenth century discourses concerning sexual 'normality' and 'abnormality' have proliferated in the West. Not a neutral development, Foucault identifies this proliferation as a primary mechanism for moral regulation, settler colonial state formation, and social organization. We draw from the work of Foucault, Martin Cannon, Chris Brickell, Patricia Hill Collins, Steven Maynard, Fang Chen, Art Zoccole, C.J. Pascoe, Chong-suk Han, Fareen Parvez, and others. Our 3-credit course explores questions of sexual histories, discourses, identities, desires, communities, and practices. Rather than an unchanging biological or 'natural' force, sexuality is interrogated as a social and historical construction. Sexuality has been differently constructed across time and space, and signifies a shifting site of pleasure and danger, desire and conflict. This course does not involve a detailed description of sexual acts (a 'mechanics' of sexual techniques); rather, it examines how sexuality has become embedded in relations and discourses of power, inequality, and resistance.

Our approach is interdisciplinary, drawing from sociology, feminist and gender studies, queer theory, anti-colonial and anti-racist studies, history, geography, anthropology, and cultural studies. Our major objective is to devise tools to problematize, historicize, and pluralize sexuality as complex human expression mediated by social cleavages of gender, class, age, race, ethnicity, dis/ability, geography, language, and citizenship. We turn our intersectional analytical framework to themes of homo, bi and heterosexualities, cis-normativity, masturbation, medicalized sexuality, pornography, racist beauty standards, racialized and Indigenous sexualities, cross-generational tensions, social media, gender-based sexual violence, sex work, and exotic dancing. We probe how our sexual and erotic selves have been, and continue to be, shaped by broad social, economic, and political relations in contexts of settler colonialism and late capitalism in the West, primarily Canada and the US in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students are encouraged to approach topics with a curious, inquisitive mind as befits the doing of Sociology. Those offended by what some consider 'deviant' and 'abnormal' will discover that this course is not for them.

**Course Evaluation:**

1. Seminar Presentation: **15%**
2. Class Participation: **5%**
3. Mid-term Exam: **25%** **In Class: Week 6, Thursday, October 10<sup>th</sup>**
4. Research Paper: **30%** **Due In Class, Week 11, Tuesday, November 12<sup>th</sup>**
5. Final Exam in December exam schedule: **25%**

**COURSE READINGS:** Required (\*\*) and supplementary readings can be downloaded as live-links from the Canvas platform (canvas.ubc.ca) via the Course Syllabus posted online. Several book chapters can be found on Canvas at: [Soci 369: PDFs of additional readings, 2019](#)

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## Student Needs & Support Resources

**Classroom attendance and climate:** Please make every effort to attend all classes **on time**, and participate in discussions during lectures and weekly seminars. Laptops & phones will only be used for **class-related research or note-taking**. Not everyone is comfortable speaking in public. Our collective aim is to foster an environment of mutual respect and integrity in the face of controversial issues. It is vital that students, Professor Becki Ross, Teaching Assistant Ryan Stillwagon, and guest speakers all be treated respectfully at all times and in all interactions. One can disagree without being disagreeable.

This course welcomes and seeks to accommodate all students. If you require any assistance or adaptation of teaching or evaluation, or concessions, please see Professor Ross. If classes or assignment due dates are scheduled during a religious or cultural holiday, please reach out to make alternative arrangements. Additional campus-based resources for UBC students include:

**NOTE:** some may not be live links: please type in the name of the resource manually.

1. *UBC Learning Commons:* <http://learningcommons.ubc.ca/> UBC-selected learning resources.
2. *UBC Centre Writing and Scholarly Communication:* <http://learningcommons.ubc.ca/improve-your-writing/>; non-credit writing courses and tutoring
3. *UBC Library:* <http://www.library.ubc.ca/> among other things, a useful series of workshops.
4. *UBC Extended Learning:* English as Additional Language: support for those who use English as an additional language: <https://extendedlearning.ubc.ca>
5. *Live Well, Learn well:* <https://wellbeing.ubc.ca/live-well-learn-well> : workshops related to time and stress management, and other counseling, health, and wellness issues. <https://wellbeing.ubc.ca/live-well-learn-well>; <https://students.ubc.ca/health-wellness/wellness-centre/wellness-workshops>
6. *UBC Counseling Services:* <https://students.ubc.ca/health-wellness/counselling-services>
7. *UBC First Nations House of Learning:* <http://aboriginal.ubc.ca/longhouse/fnhl/> resources including academic advising and a computer centre for Indigenous students.
8. *International House & International Student Guide:* <https://students.ubc.ca/international-student-guide>; for resources, information, and services for international students.
9. *Centre for Accessibility:* <https://students.ubc.ca/about-student-services/centre-for-accessibility>, provides leadership on issues of accessibility for people with disabilities at UBC
10. *Positive Space Campaign:* <http://positivespace.ubc.ca/>, includes campus resources and information for LGBTQ2S+ people.
11. *Arts Academic Advising:* <https://students.arts.ubc.ca/advising/> : advising services for Arts students, including handling requests for academic concession.
12. *The Kaleidoscope:* <http://the-kaleidoscope.com/> : On campus mental health support group.
13. *AMS Sexual Assault Support Centre:* <http://amssasc.ca/>; free and confidential support for

people of all genders who have experienced sexual assault, partner violence, and harassment.

14. *Pride Collective, UBC*: <http://www.prideubc.com/>: AMS resource group for sexual and gender diversity, which offers educational and social services, support, information, and events.

15. *AMS Speakeasy*: free, confidential, one-on-one drop-in peer support resource on campus for UBC students & staff facing varied challenges; location: Room 3125, the Nest.

<https://www.ams.ubc.ca/student-services/speakeasy/>

## EARLY ALERT

During the term, we will do our best to reach out and offer support for your academic performance and wellbeing. We encourage you to come and speak with us should you need or want assistance. In addition, we may identify academic concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified and responded to in a coordinated way. Early Alert is intended to provide you with the earliest possible connection to resources like academic advising, financial advising, counseling, or other resources and support to help you get back on track. All information is treated confidentially. For more information, please visit: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>, and <https://facultystaff.students.ubc.ca/systems-tools/early-alert/information-students#can-i-refer-myself-to-early-alert-or-can-i-use-early-alert-if-i-m-concerned-about-another-student>

**POLICY ON LATE PAPERS:** Our deadline for papers is firm and can be negotiated only in the case of unforeseen events (e.g., illness, funerals, emergencies). Medical notes are required. Otherwise, we will deduct **5% off the grade** for each day that it is late.

**Plagiarism is a serious, punishable offence.** Sources cited must follow a consistent footnote and bibliography format as appropriate in the field. Care should be taken to ensure correct attribution to authors' published work.

## COURSE ASSIGNMENTS:

### 1. SEMINAR PRESENTATION: 15%

**A)** For a 50-minute period, students are required to take responsibility for teaching classmates the substantive issues raised by the researchers/scholars of two required course readings assigned for one week (marked by \*\*). Nine weeks are available: 3,4,5,7,8,9,10,11 & 12. In a group of 3-4, prepare a seminar presentation based on the main substance of the readings. You are expected to use Powerpoint slides and choose a video clip (no more than 4 mins). Include:

- 1) one short summary paragraph per article (200 words max): identify the methods used to generate data, the research question, and research objectives
- 2) identify 2 strengths and 2 weaknesses of each researcher's study
- 3) discuss 2 new directions for future research inspired by gaps or limitations (different from strengths & weaknesses)
- 4) formulate 3-4 questions per article to pose to classmates

**B)** For the last 20 minutes, engage classmates in discussion of the substantive issues raised in the 2 readings by posing 3-4 questions per article. A one-page summary handout per reading (double-sided, including summary, strengths/weaknesses, future directions, and questions to pose to classmates) must be copied & handed out to class members – please make 35 copies.

**C)** Please email your handout (in Word) & your Powerpoint slides to our TA, Ryan Stillwagon (ryan.stillwagon@gmail.com) after your presentation for posting on our Canvas platform.

You will be evaluated on the quality of your presentation, discussion of strengths and weaknesses, quality and scope of questions, directions for future study, and your abilities to generate discussion among classmates through posing questions. Collaboration among co-presenters is mandatory – we will listen and watch for the strength of your collaborative effort.

\*Presenters will be emailed a paragraph of qualitative feedback & mark out of 15, prepared by Prof. Becki Ross or TA Ryan Stillwagon, on **Friday, November 29<sup>th</sup>, 2019**

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2. **CLASS PARTICIPATION: 5%**. This course is structured to provide students with opportunities to develop and strengthen verbal skills through in-class discussion, small group work, weekly seminars, and a teach-in. Marks are earned for the quality and consistency of ***verbal participation***, not for attendance. Attendance is mandatory; absenteeism will be penalized after more than 2 missed classes (except for illness, death, or emergency: medical note required).

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3. **MID-TERM EXAM: 25% In Class, Thursday, October 10<sup>th</sup>, 3:30 – 4:55 pm**

The mid-term exam is made up of short-answer questions. Students are responsible for material from *required course readings*, lecture notes, hand-outs, and video material covered in the first six weeks of the course, **week 1 to week 6, including readings from Week 6**. We will commence the mid-term exam at 3:30 pm sharp.

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4. **CRITICAL RESEARCH PAPER 30% Due in Class: Tuesday, November 12<sup>th</sup>**, 11 pages double-spaced (not including Works Cited) & consistent referencing (Chicago, APA, MLA), 1 inch margins, 12 pt size. **Please do not exceed page limit.**

Choose a sexuality-related topic of your choice, such as LGBTQ2S sexualities, heterosexualities, asexuality, online dating, pornography, sex education, S/M, abortion, race/ethnicity and sexuality, interracial sexual relations, intergenerational sex, medicalized sex, sex in popular culture, sex work, sex and religion, cross-cultural sexual practices, sexuality and aging, STIs, sexuality and disability, sexuality and sport, etc. (If you choose trans-related issues, ensure your focus is *sexuality*).

1) In the format of a formal essay, with introduction, substantive body, and conclusion, briefly discuss the common sense assumptions that shape popular perceptions about your topic. Incorporate a **short, self-reflexive explanation** for your chosen topic. Use first-person, “I.”

2) Locate three scholarly journal articles published between 1997 and 2018 – minimum 15 pages in length, different authors, 3 different academic journals, at least 1 written by sociologist. Each article should treat a *different angle* on your chosen topic (as if you were designing a ‘Week 14’ for our course). Prepare a **critical annotation** for each of your 3 articles: state each author’s main research question, briefly summarize the findings or conclusions, and note two strengths & two weaknesses of the study. Together, these annotations should form 2/3 of the body of the essay.

3) State what you learned that you did not already know about your topic from reading the journal articles. Did the readings challenge you to think differently about “morality,” “normality,” and human sexuality as socially and historically constructed?

4) Reflect on how your articles serve as supporting evidence for **Michel Foucault’s** critique of the repression hypothesis. Where relevant, briefly cite scholarship from our required readings.

5) In your conclusion, develop a total of two directions for future academic research on this topic. In other words, invent a total of two new, original research angles inspired by your review of the literature.

**NOTE:** Please attach your three articles/chapters to your final assignment (marked-up is fine).

**5. Final Exam: 25%** December Exam Schedule, 2½ hours. Final exam is made up of short-answer questions; students are responsible for material from required readings, lecture notes, guest speakers, & video material **from week 7 to week 13, inclusive.**

**COURSE READINGS:** [\*\* designates required readings]

**Week 1, Sept. 5<sup>th</sup>: Sexuality as a Field of Historical and Sociological Study**

\*\*Martin Cannon, “The Regulation of First Nations Sexuality,” *Canadian Journal of Native Studies* 18:1 (1998): 280-294. [http://www3.brandonu.ca/cjns/18.1/cjnsv18no1\\_pg1-18.pdf](http://www3.brandonu.ca/cjns/18.1/cjnsv18no1_pg1-18.pdf)

\*\*Chris Brickell, “Sexuality and Dimensions of Power,” *Sexuality & Culture* 13:2 (2009): 57-74. <https://link-springer-com.ezproxy.library.ubc.ca/content/pdf/10.1007%2Fs12119-008-9042-x.pdf>

\*\*Cortney Dakin, “Hearing Two Spirits: Two-Spirit Voices are Integral To Cultivating Community Resistance and Decolonization,” *Briarpatch Magazine.com* (September 1, 2012): 1-2. <https://briarpatchmagazine.com/articles/view/hearing-two-spirits>

## Week 2, Sept. 10/12<sup>th</sup> : Theorizing Sexuality and Gender

\*\*Michel Foucault, *The History of Sexuality, Volume I*. (New York: Vintage Books, 1980): 17-49.  
Find in 369pdfadditionalreading at Canvas.ubc.ca

\*\*Patricia Hill Collins, "Prisons for Our Bodies, Closets for Our Minds," in *Black Sexual Politics*, P. H. Collins (New York: Routledge, 2004): 87-116. Find in 369pdfadditionalreading at Canvas.ubc.ca

\*\*K. Ho, "The Politics of Coming Out," *The Talon.ca*. (Oct. 11, 2014): 1-4.  
<http://thetalon.ca/the-politics-of-coming-out>

Joshua Gamson and Dawne Moon, "The sociology of sexualities: queer and beyond," *Annual Review of Sociology*, 30 (2004): 47-64.  
<https://www-annualreviews-org.ezproxy.library.ubc.ca/doi/pdf/10.1146/annurev.soc.30.012703.110522>

**Video clip:** *Josephine Baker Story* (1991)

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## Week 3, Sept. 17/19<sup>th</sup>: The Auto-Sexual & Heterosexual are Historical

\*\*Lesley A. Hall, "Forbidden by God, Despised by Men: Masturbation, Medical Warnings, Moral Panic, and Manhood in Great Britain, 1850-1950," *Journal of the History of Sexuality* 2:3 (1992): 365-387. <http://www.jstor.org.ezproxy.library.ubc.ca/stable/pdf/3704330.pdf>

\*\*Val Marie Johnson, "The Rest Can Go to the Devil": Macy's Workers Negotiate Gender, Sex, and Class in the Progressive Era," *Journal of Women's History* 19:1 (2007): 32-57.  
<https://muse-jhu-edu.ezproxy.library.ubc.ca/article/211709/pdf>

Lynn Sacco, "Sanitized for Your Protection: Medical Discourse and the Denial of Incest in the United States, 1890-1940," *Journal of Women's History* 14:3 (Fall 2002): 80-104.  
[http://muse.jhu.edu.ezproxy.library.ubc.ca/journals/journal\\_of\\_womens\\_history/v014/14.3sacco.pdf](http://muse.jhu.edu.ezproxy.library.ubc.ca/journals/journal_of_womens_history/v014/14.3sacco.pdf)

**Video clip:** *Seinfeld: 'Master of One's Domain'* (1992)

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## Week 4: Sept. 24/26<sup>th</sup>: The Queerly Sexual is Historical

\*\*Steven Maynard, "Through a Hole in the Lavatory Wall: Homosexual Subcultures, Police Surveillance, and the Dialectics of Discovery, Toronto 1890-1930," in *Gender and History in Canada*, Joy Parr and Mark Rosenfeld, eds. (Toronto: Copp-Clark, 1997): 165-184.  
See PDF in file folder: 369pdfadditionalreading at Canvas.ubc.ca

\*\*Becki Ross, "Destaining the (Tattooed) Delinquent Body: Moral Regulatory Practices at Street Haven," *Journal of the History of Sexuality* 7:4 (Spring 1997): 561-595.  
<http://www.jstor.org.ezproxy.library.ubc.ca/stable/pdfplus/3704161.pdf>

Rochella Thorpe, "A House Where Queers Go": African American Lesbian Nightlife in Detroit, 1940-1975," in *Inventing Lesbian Cultures in America*. (Boston: Beacon Press, 1996): pp. 40-61. See PDF in file folder: 369pdfadditionalreading on Canvas.ubc.ca

**Video Clip:** *Heavenly Creatures* (1995)

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### **Week 5, Oct. 1/3rd: Contemporary Heterosexualities**

\*\*C.J. Pascoe, "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse," *Sexualities* 8:3 (July 2005): 329-346.

<http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/pdf/10.1177/1363460705053337>

\*\*Fang Chen, "Gender, Sexuality, and Social Change in Contemporary China," *Sexuality & Culture* 21:4 (December 2017): 953-975.

<https://link-springer-com.ezproxy.library.ubc.ca/content/pdf/10.1007%2Fs12119-017-9435-9.pdf>

Virginia Braun, "Proper sex without annoying things': Anti-condom discourse and the 'nature' of (hetero)sex. *Sexualities* 16: 3/4 (2013), 361-382.

<http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/pdf/10.1177/1363460713479752>

**Video Clip:** AXE advertisements

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### **Week 6, Oct. 8/10<sup>th</sup> : Queer Geographies of Urban Sex and Space**

\*\*Ryan Stillwagon and Amin Ghaziani, "Queer Pop-Ups: A Cultural Innovation in Urban Life," *City and Community* (forthcoming, 2019): 1-22.

<https://onlinelibrary-wiley-com.ezproxy.library.ubc.ca/doi/epdf/10.1111/cico.12434>

\*\*Becki Ross and Rachael Sullivan, "Tracing Lines of Horizontal Hostility: How Sex Workers and Gay Liberation Activists Battled for Space, Voice, and Belonging in Vancouver, 1975-1985," *Sexualities* 15:5/6 (September 2012): 604-621.

<http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/pdf/10.1177/1363460712446121>

Michael Hobbes, "Together Alone: The epidemic of gay loneliness," *HuffingtonPost.com*, 2 March 2017. <https://highline.huffingtonpost.com/articles/en/gay-loneliness/>

**Guest Lecturer:** Ryan Stillwagon, Soci 369 TA, and Ph.D. Student, Sociology, UBC

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**Week 6: MID-TERM EXAM: IN CLASS, THURSDAY, October 10th, 3:30 – 4:55 pm**

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### **Week 7, Oct. 15/17<sup>th</sup>: Racialization, Sexuality & Generational Tensions in Families**

\*\*Nazreen S. Bacchus, “Shifting Sexual Boundaries: Ethnicity and Pre-marital Sex in the Lives of South Asian American Women,” *Sexuality & Culture*, 21:3 (September 2017): 776-794. <https://link-springer-com.ezproxy.library.ubc.ca/content/pdf/10.1007%2Fs12119-017-9421-2.pdf>

\*\*John (Song Pae) Cho, “The Wedding Banquet Revisited: ‘Contract Marriages’ Between Korean Gays and Lesbians,” *Anthropological Quarterly* 82:2 (Spring 2009): 401-422. <https://muse-jhu-edu.ezproxy.library.ubc.ca/article/269439/pdf>

Pardis Mahdavi, “Passionate Uprisings: Young People, sexuality and politics in post-revolutionary Iran,” *Culture, Health and Sexuality*, 9:5 (Sept-Oct., 2007): 445-457. <https://www-jstor-org.ezproxy.library.ubc.ca/stable/pdf/20460949.pdf>

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### **Week 8, Oct. 22/24<sup>th</sup>: Sex, Social Media, & Popular Culture**

\*\*Marquita R. Smith, “Or a Real, Real Bad Lesbian’: Nikki Minaj and the Acknowledgement of Queer Desire in Hip Hop Culture,” *Popular Music and Society* 37:3 (2014): 360-370. <https://www-tandfonline-com.ezproxy.library.ubc.ca/doi/pdf/10.1080/03007766.2013.800680>

\*\*Chong-suk Han, Kristopher Proctor, Kyung-hee Choi, “I Know a Lot of Gay Asian Men who are Actually Tops: Managing and Negotiating Gay Racial Stigma,” *Sexuality & Culture* 18:2 (2014): 219-234. <https://link-springer-com.ezproxy.library.ubc.ca/content/pdf/10.1007%2Fs12119-013-9183-4.pdf>

Brandon Andrew Robinson, “ ‘Personal Preference’ as the New Racism: Gay Desire and Racial Cleansing in Cyberspace,” *Sociology of Race and Ethnicity*, 1:2 (2015): 317-330. <http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/pdf/10.1177/2332649214546870>

**Guest Lecturer:** David Ng, PhD student, Social Justice Institute, and co-founder, *Love Intersections*, Media Arts Collective, Vancouver BC

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### **Week 9, Oct 29/31st: Unpacking the Medicalization of Sexuality**

\*\*Laura Mamo and Jennifer R. Fishman, “Potency in all the right places: Viagra as a technology of the gendered body,” *Body and Society* 7:4 (2001):13-35. <https://journals-sagepub-com.ezproxy.library.ubc.ca/doi/pdf/10.1177/1357034X01007004002>

\*\*Thea Cacchioni, T. “ Heterosexuality and “the Labour of Love”: A Contribution to Recent Debates on Female Sexual Dysfunction,” *Sexualities*, 10:3 (2007): 299–320. <http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/pdf/10.1177/1363460707078320>

Lenore Tiefer, Medicalizations and Demedicalizations of Sexuality Therapies. *Journal of Sex Research*, 49: 4 (2012): 311–318.

<http://content.ebscohost.com/ContentServer.asp?T=P&P=AN&K=22720822&S=R&D=mnh&EbscoContent=dGJyMMv17ESeprA40dvuOLCmr1Gep7NSrqm4SbeWxWXS&ContentCustomer=dGJyMPGrE%2Bwp7dMuePfgex44Dt6fIA>

**Guest Lecturer:** Kate Jaffe, PhD Student, Sociology, UBC

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### **Week 10, Nov. 5/7th: Probing Commercial Pornographies**

\*\*Nathanial Burke, “Hegemonic masculinity at work in the gay adult film industry,” *Sexualities*, 19: 5/6 (2016): 587-607.

<http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/pdf/10.1177/1363460716629333>

\*\*Z. Fareen Parvez, “The Labour of Pleasure: How Perceptions of Emotional Labour Impact Women’s Enjoyment of Pornography,” *Gender & Society* 20:5 (October 2006): 605-631.

<http://gas.sagepub.com.ezproxy.library.ubc.ca/content/20/5/605.full.pdf+html>

Mireille Miller-Young, “Putting Hypersexuality to Work: Black Women and Illicit Eroticism in Pornography,” *Sexualities* 2 (April 2010): 219-235.

<http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/pdf/10.1177/1363460709359229>

**Video Clip:** Cindy Gallop, *Make Love, Not Porn*, TED Talk (2011)

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**Research paper due in Class, Tuesday, November 12<sup>th</sup>.**

### **Week 11: Nov. 12/14<sup>th</sup>: Sexual Danger, Harassment, and Sexual Violence**

\*\*Janice Ristock, Art Zoccole, Lisa Passante, and Jonathon Potskin, “Impacts of Colonization on Indigenous Two-Spirit/LGBTQ Canadian’s experiences of migration, mobility, and relationship violence,” *Sexualities* 22: 5/6 (2019): 767-784.

<https://journals-sagepub-com.ezproxy.library.ubc.ca/doi/pdf/10.1177/1363460716681474>

\*\*Jessalynn Keller, Kaitlynn Mendes, and Jessica Ringrose, “Speaking ‘Unspeakable things’: documenting digital feminist responses to rape culture,” *Journal of Gender Studies*, 27:1 (2018): 22-36.

<https://www-tandfonline-com.ezproxy.library.ubc.ca/doi/pdf/10.1080/09589236.2016.1211511>

Rob Cover, “Suspended ethics and the team: Theorising team sportsplayers’ group sexual assault in the context of identity,” *Sexualities* 16: 3/4 (2013): 300-318.

<http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/pdf/10.1177/1363460713481739>

**Video:** BC Lions’ campaign: *Be More than a Bystander: Break the Silence on Gender-Based Violence* Canadian Football League (CFL), 2015

## **Week 12, Nov. 19/21st: Researching and Theorizing Sex Work**

\*\*Kirsty Liddiard, “‘I never felt like she was just doing it for the money’: Disabled men’s intimate (gendered) realities of purchasing sexual pleasure and intimacy,” *Sexualities*, 17:7 (October 2014): 837-855.

<http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/pdf/10.1177/1363460714531272>

\*\*Kimberly Kay Hoang, “Economies of Emotion, Familiarity, Fantasy, and Desire: Emotional Labour in Ho Chi Minh City’s Sex Industry,” *Sexualities*, 13:2 (April 2010): 255-272.

<http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/pdf/10.1177/1363460709359224>

Menaka Raguparan, “‘If I’m gonna hack capitalism’: Racialized and Indigenous Canadian Sex Workers’ Experiences within the neo-liberal market economy,” *Women’s Studies International Forum* Vol. 60 (2017): 69-76.

**Guest Lecturers:** Sex Work Activists and Educators, Jamie Lee Hamilton & Kerry Porth

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## **Week 13, Nov. 26/28<sup>th</sup>: Erotic Entertainment as Labour: Burlesque & Striptease**

\*\*Bernadette Barton, “Managing the Toll of Stripping: Boundary Setting Among Exotic Dancers,” *The Journal of Contemporary Ethnography* 36:5 (October 2007): 571-596.

<http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/pdf/10.1177/0891241607301971>

\*\*Joseph DeMarco, “Power and Control in Gay Strip Clubs,” *The Journal of Homosexuality*, 53:1/2 (2007): 111-127.

[http://www-tandfonline-com.ezproxy.library.ubc.ca/doi/pdf/10.1300/J082v53n01\\_05](http://www-tandfonline-com.ezproxy.library.ubc.ca/doi/pdf/10.1300/J082v53n01_05)

Katy Pilcher, “Dancing for Women: Subverting Heteronormativity in a Lesbian Dance Space?” *Sexualities* 15: 5/6 (September 2012): 121-137.

<http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/pdf/10.1177/1363460712445979>

## **IN-CLASS Teach-In**

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**Final Exam:** December schedule, weeks 7- 13, inclusive, short-answer questions: 2½ hours

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