

ACKNOWLEDGEMENT

UBC’s Point Grey Campus is occupying the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Sociology of Sexualities	SOCI 369	3

The study of sexuality is also always the study of systems of power, such as: racism, classism, ableism, and settler colonialism. In this course, we will consider the myriad systemic factors that influence and shape our understandings of sexuality in North America. We will begin by examining foundational debates and theories in the study of sexuality. We will then delve into the contexts, complexities, and possibilities of a few notable issues/movements, such as: pornography, policing and pride, #MeToo, and sex education. We will trace the societal factors and systems of power that are involved in these topics through our analysis over the course of the term. We will work together to better understand how sexuality intersects with these topics while also grappling with our relationships and responses to these issues. It is difficult and often uncomfortable to shift the ways we think about taken-for-granted elements of society and our lives. We each hold many assumptions about sexuality, stemming from our experiences, culture, backgrounds, and beliefs. Together, we will endeavour to cultivate a class environment that can invite complexity into our conversations and allow us to challenge each other and ourselves with kindness, generosity, and patience. From that space of learning, we can explore what is being made (im)possible regarding sexuality in this moment.

The course prioritizes a multi-disciplinary approach to studying sexuality. We will integrate scholarship from Feminist Studies, Queer Theory, Education, Sociology, and Media Studies with work by activists and community members. Our intention is to complicate our understanding of sexuality by disrupting essentializing frameworks, situating the construction of sexuality within the hegemonic logics that shape our experiences (such as: race, gender, class, ability), and inviting complicated notions of what sexuality does in our lives and in society.

CONTACTS

Course Instructor(s) and TA	Contact Details	Office Hours
LJ Slovin	ljslovin@alumni.ubc.ca	By appointment

Xingshu Liu	xingshu.liu@ubc.ca	Wednesday 4-5 pm, ANSO 108
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COURSE STRUCTURE

This course will be a mixture of lectures and discussion groups. Each class will begin with small group discussions that focus on the readings. The lectures will build from our readings, but they are not intended to repeat the information in them. Our work together in class will be strengthened and far more interesting if you prepare by doing the readings ahead of time since they are meant to provide context as well as ideas to follow and question during the class.

SCHEDULE OF TOPICS

Course Schedule

An asterisk indicates an optional reading. On some days, I have indicated that you have the option of selecting your reading from two choices. It is up to you how to decide. You are always welcome to read both.

1. Introduction

Monday, January 6th

2. Theorizing gender and sexuality, Part 1

Wednesday, January 8th

- Chapter 2 in Weeks, J. (2003). *Sexuality* (2nd ed.). New York, NY: Routledge
- Chapter 1, Section II in Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. New York, NY: Routledge.

3. Theorizing gender and sexuality, Part 2

Monday, January 13th

- Chapter 3 in Simpson, L. B. (2017). *As we have always done: Indigenous freedom through radical resistance*. Minneapolis, MN: University of Minnesota Press.
- Introduction in Dean, A. R. (2015). *Remembering Vancouver's disappeared women: Settler colonialism and the difficulty of inheritance*. Toronto, ON: Toronto University Press.

4. Thinking intersectionally

Wednesday, January 15th

- Chapter 3 in Hill Collins, P. (2005). *Black sexual politics: African Americans, gender, and the new racism*. New York, NY: Routledge.
- * Cohen, C. J. (1997). Punks, bulldaggers, and welfare queens: The radical potential of queer politics? *GLQ: A Journal of Lesbian and Gay Studies*, 3(4), 437–465.

5. Children and sexuality

Monday, January 20th

- Stockton, K. B. (2016). The queer child now and its paradoxical global effects. *GLQ: A Journal of Lesbian and Gay Studies*, 22(4), 505–539.
- Sedgwick, E. K. (1991). How To Bring Your Kids Up Gay. *Social Text*, 9(4), 18–27.

6. Sexuality in schools, Part 1

Wednesday, January 22nd

- Chapter 2 in Gilbert, J. (2014). *Sexuality in School: The limits of education*. Minneapolis: University of Minnesota Press.

7. Sexuality in schools, Part 2

Monday, January 27th

- Pascoe, C. J. (2005). “Dude, you’re a fag”: Adolescent masculinity and the fag discourse. *Sexualities*, 8(3), 329–346.

8. Constructing heterosexualities

Wednesday, January 29th

- Chapter 1 in Ward, J. (2015). *Not gay: Sex between straight white men*. New York, NY: New York University Press.

9. Resisting cisheteronormativity

Monday, February 3rd

- Wilson, A. (2015). Our coming in stories: Cree identity, body sovereignty and gender self-determination. *Journal of Global Indigeneity*, 1(1), 1–5. *Note: This reading is available as a PDF online. Just google it!
- Duggan, L. (1994). Queering the state. *Social Text*, 39, 1–14.

10. The rise of the LGBTQ movement

Wednesday, February 5th

- Gossett, R. (2017, October 11). *Reina Gossett on transgender storytelling, David France, and the Netflix Marsha P. Johnson documentary*. Teen Vogue.
<https://www.teenvogue.com/story/reina-gossett-marsha-p-johnson-op-ed>
- Chapter 1 in Hanhardt, C. B. (2013). *Safe space: Gay neighborhood history and the politics of violence*. Durham: Duke University Press.

11. Midterm review

Monday, February 10th

- No reading. Prepare questions for the midterm review.

12. Midterm in class

Wednesday, February 12th

** Reading Break **

13. Homonormativity, Part 1

Monday, February 24th

- Chapter 9 in Haritaworn, J., Kuntsman, A., & Posocco, S. (Eds.). (2014). *Queer necropolitics*. New York: Routledge.

14. Homonormativity, Part 2

Wednesday, February 26th

- Chapter 3 in Dryden, O. H., & Lenon, S. (Eds.). (2015). *Disrupting queer inclusion: Canadian homonationalisms and the politics of belonging*. Vancouver: UBC Press.

15. Pornography, sex work, and sexuality, Part 1

Monday, March 2nd

- Raguparan, M. (2017). "If I'm gonna hack capitalism": Racialized and Indigenous Canadian sex workers' experiences within the neo-liberal market economy. *Women's Studies International Forum*, 60, 69–76.
- Ross, B. (2010). Sex and (evacuation from) the city: The moral and legal regulation of sex workers in Vancouver's West End, 1975-1985. *Sexualities*, 13(2), 197–218.

16. Pornography, sex work, and sexuality, Part 2

Wednesday, March 4th

- Liddiard, K. (2014). "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), 837–855.

17. Sexualized violence, Part 1

Monday, March 9th

- Introduction and Chapter 1 of Volume 1a the Missing and Murdered Indigenous Women and Girls Report: <https://www.mmiwg-ffada.ca/>

18. Sexualized violence, Part 2

Wednesday, March 11th

- Hines, S., & Fileborn, B. (2019). "Girl power gone wrong": #MeToo, Aziz Ansari, and media reporting of (grey area) sexual violence. *Feminist Media Studies*, 1–18.

19. Inheritance and action

Monday, March 16th

- Hunt, S., & Holmes, C. (2015). Everyday decolonization: Living a decolonizing queer politics. *Journal of Lesbian Studies*, 19(2), 154–172.

20. Non-monogamies

Wednesday, March 25th

- *Settler Sexuality's Slippery Slope*, Episode 112 on *Media Indigena*
<https://radiopublic.com/media-indigena-weekly-indigenous-G7o97a>

Choose one:

- Willis, A. S. (2019). "One among many"?: Relational panopticism and negotiating non-monogamies. *Sexualities*, 22(4), 507–531
- Seguin, L. J. (2019). The good, the bad, and the ugly: Lay attitudes and perceptions of polyamory. *Sexualities*, 22(4), 669–690.

21. Modern dating

Wednesday, March 18th

- Hobbs, M., Owen, S., & Gerber, L. (2016). Liquid love? Dating apps, sex, relationships and the digital transformation of intimacy. *Journal of Sociology*, 53(2), 271–284.
- Robinson, B. A. (2015). "Personal Preference" as the new racism: Gay desire and racial cleansing in cyberspace. *Sociology of Race and Ethnicity*, 1(2), 317–330

22. Who gets to be sexual?

Monday, March 23rd

- Miller-Young, M. (2010). Putting hypersexuality to work: Black women and illicit eroticism in pornography. *Sexualities*, 13(2), 219–235.
- Santos, A. C., & Santos, A. L. (2017). Yes, we fuck! Challenging the misfit sexual body through disabled women's narratives. *Sexualities*, 21(3), 303–318.

23. Pop culture sexualities

Monday, March 30th

- A small selection of media stories uploaded to Canvas by the instructor. We will discuss these readings closer to the date.

24. Review

Wednesday, April 1st

25. Small group shares

Monday, April 6th

26. Wrap up

Wednesday, April 8th

Research paper due today by midnight.

LEARNING OUTCOMES

In this course, students will read, examine, and discuss foundational ideas and topics in the study of sexualities. Students will be asked to read scholarship that may challenge or upend their current perspectives. As a class, we will work together to invite multiple and complicated understandings of sexuality and question the assumptions within both North American society and ourselves. Students will be assessed on their engagement with the material and openness to think alongside the scholarship.

LEARNING ACTIVITIES

Studying sexuality requires grappling with theory, concepts, popular society, and our own assumptions. As such, students will be asked to participate throughout the course. Participation can look differently for different students. Some students may feel comfortable speaking in front of the class; others may not. All students will write QRQs (quotes, responses, questions). These pieces of writing are an opportunity for students who feel less comfortable speaking in front of others to articulate their thinking and process over the course.

Since sexuality is all around us, we will regularly incorporate media into the class to deepen or complicate our understanding and discussions.

In addition to lectures, classes will be discussion-based. This is a large class, so we will break into small groups on a regular basis to discuss. Students are expected to have read ahead of time in a critical manner (i.e., work thoughtfully on their QRQs) so that our discussions are thoughtful.

LEARNING MATERIALS

All required readings are available online through the UBC Library. If you have trouble locating an item, please first contact the help desk and then, if you are unsuccessful, please let me know.

ASSESSMENTS OF LEARNING

There are four main assessments in this course:

1) *QRQs (Quotes, Responses, and Questions) (18%)*: Instead of participation and attendance marks, I am asking students to turn in short writing notes on our reading assignments. The purpose of these notes is to get a sense of how you are engaging with the material. Each note has three components:

- 1) A **quote** you found interesting, puzzling, or that provoked your thinking.
- 2) A **response** to that quote.

3) **Questions** related to the quote and your response. You need at least two questions and they cannot be yes/no questions. As in, these questions are meant to delve deeply into a topic and challenge your thinking; they should not be easily answerable with a yes or no response.

Over the course of the term, you need to submit **18 QRQs**. In order to receive marks, you need to upload a copy to Canvas by the start of class as well as bring a copy to class (electronic is fine) because we will use the QRQs as a basis for discussion in class. I will mark these as pass/fail. If you do not complete all three components, you will not pass. If you do not engage with the material or only ask only yes/no questions, you will not pass. **I will not accept any late QRQs.**

2) *Midterm exam (25%)*: The midterm will be a series of short answer questions from the first half of the course. My intention is to get a sense of students' understanding of the material at this point, which can help inform the rest of the course. The midterm is not designed to trick you or trip you up; it will be an opportunity to think deeply about what we have been learning.

3) *Final exam (30%)*: The final exam will be very similar in format and style to the midterm. Though I will pull the topics predominantly from the second half of the course, there is a significant amount of foundational work that we will have done together in the beginning of the year that students will be expected to understand. If anyone struggles with the midterm, I encourage them to set up a time to meet before the final. The university determines the schedule for final exams. They will take place between April 14-29th. I will inform students once I know our exam date.

4) *Review questions (2%)*: We will prepare for the midterm and the final together. By the start of each review class, students need to upload **two questions** to the discussion thread that I will start on Canvas. These questions will be marked for completion. They will only be accepted for marks if submitted on by the day of the review class. **I will not accept any late submissions.** We will use these questions to review in class, so the quality of your review session depends upon students creating and submitting generative, critical questions.

5) *Research paper (25%)*: Students will select an issue for further study. They will write a short research paper (maximum 8 pages). On **April 6th**, the second to last class, we will split into small groups, so students have an opportunity to share what they are learning through their individual study and how they are planning to finalize their work. *Students will not be expected to have finished* their papers by these small group shares. Instead, these discussions are a chance for students to further work through their thinking and receive some peer feedback. We will go over the final paper in greater detail in class, including the small group share-backs, and I encourage students to speak to me with their ideas early on. All papers need to be uploaded to Canvas by the midnight on the last day of the course, **April 8th**.

COURSE EXPECTATIONS

- Written assignments should be written in 12 point, Times New Roman or Cambria font. The QRQs need to be uploaded to Canvas by the start of the class deadline; the researcher paper needs to be uploaded to Canvas by midnight on the deadline. For the researcher paper, please include your name, your student ID, the date of your submission, your course, the name of the instructor, and a title on your work. For the QRQs, please include your name and the date of your submission.
- Please follow the American Psychology Association guidelines for citations. I will upload a citation guideline to Canvas.
- All assignments that are not received by the start of class, either on Canvas or in person, will be considered late. There will be a 2% penalty for every day that your assignment is late. I will not accept any final papers later than one week past the deadline. Exceptions will be made for unforeseen medical or family crises. Please come talk to me or contact me through email.
- Students are expected to arrive prepared for class, which means they have done the reading and are ready to engage with their colleagues.
- We will be discussing topics that may be stigmatized in society; I ask that students come to class with an openness to learn and think differently.
- When we engage in class discussions, it is important to challenge ideas and not people or their existence.
- Email etiquette: When communicating over email in order to arrange a late assignment or concession, I expect timely responses.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

LEARNING RESOURCES

- If you read or speak English as an additional language and find the teaching or course to be especially challenging for you, please speak to me so we can discuss possible solutions. Also, Academic English Support is available to students who speak and write English as a second/additional language. For more information, see: www.aes.ubc.ca

- If classes or assignments are scheduled during a religious or cultural holiday that you observe, please speak to me.
- To arrange for accommodations, students with disabilities should contact the Centre for Accessibility as early as possible, and at latest, 2 weeks before midterms and finals in order to schedule exam accommodations. Accommodations begin with registration and are not retroactive. For more information, please see: <https://students.ubc.ca/about-student-services/centre-for-accessibility>
- This class is meant to be a space for learning. If there are dynamics that make learning challenging for you in this course, please speak to me as soon as you can. If you do not feel comfortable speaking to me, here are a few other options:
 - The Faculty of Arts Academic Advising Office: www.arts.ubc.ca/academic-advising
 - UBC Counseling Services: <http://students.ubc.ca/health-wellness/counseling-services>
 - UBC First Nations House of Learning: <http://aboriginal.ubc.ca/longhouse/fnhl/>
 - Centre for Accessibility: <https://students.ubc.ca/about-student-services/centre-for-accessibility>
 - AMS Sexual Assault Support Centre: <http://amssasc.ca/>

EARLY ALERT: During the term, I will do my best to reach out and offer support for your academic performance and wellbeing. I encourage you to come and speak with me should you need or want assistance. In addition, I 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>

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