***University of British Columbia***

 ***Soci 369: The Sociology of Sexualities, September – December 2020***

**Professor: Becki Ross Ross’s Office: at home**

**Class: Tuesdays & Thursdays, 3:30 – 4:50 pm Ross’s Cell: 778 628-3840**

**Location: ON LINE, Collaborate Ultra on Canvas Ross’s email: becki.ross@ubc.ca**

**TA: Ryan Stillwagon Ross’s virtual office hours, Thursdays, 5:00 –**

**TA’s virtual office hours, Thursdays, 12:30 – 2 pm, 6:30 pm, and by appointment**

**and by appointment**

**TA’s email: ryan.stillwagon@gmail.com**

*UBC’s Point Grey Campus is located on the traditional, ancestral, and stolen territory of the xwməθkwəy̓əm (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 in their culture, history, and traditions from one generation to the next on this site. For those of us living in the ‘lower mainland’, our homes are located on traditional, ancestral and stolen territories of the səl̓ilwətaɁɬ təməxʷ (Tsleil-Waututh), S’ólh Téméxw (Stó:lō), Qayqayt, Stz’uminus and šxʷməθkʷəy̓əmaɁɬ təməxʷ (Musqueam) people. We are grateful to learn, work, and play on this land.*

**Course Objectives**

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. Drawing from Foucault, Margaret Robinson, Chris Brickell, Patricia Hill Collins, Steven Maynard, Art Zoccole, C.J. Pascoe, Chong-suk Han, Fareen Parvez, Nazreen Bacchus, Kimberly Hoang, and others, we will explore 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 sexual tensions, social media, sexual violence, sex work, and exotic dancing. We probe how our 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 20th and 21st centuries. Students are encouraged to approach topics with a curious, inquisitive mind as befits the doing of Sociology.

**Course Evaluation**

**1**. **Small-Group Seminar Presentation: 20%**

**2.** **Class Participation:** **5%**

**3. Queer Pop-Up Proposal: 20%** Due to Canvas portal before 3:30 pm, PST, Tues. Oct. 20th

**4. Critical Research Paper:** **35%** Due to Canvas portal before 3:30 pm, PST, Tue. Nov. 17th

**5.** **24-hour Take-Home Exam: 20%** December exam period (last 7 weeks of course material only)

**COURSE READINGS:** Required (\*\*) and supplementary readings can be downloaded as live links from the Course Syllabus posted on the online Canvas platform (canvas.ubc.ca). Several book chapters can be found on Canvas at: Soci 369: PDFs of additional readings, 2020

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**Student Needs and Accommodations**

**Classroom attendance and climate:** Due to the global COVID-19 pandemic, we will hold all classes remotely through *Collaborate Ultra*, in our course’s Canvas platform. Please make every effort to join the classes on time, and to participate during lectures, small-group seminar presentations**,** and the Teach-In (week 13). ***The vast majority of our classes will meet online synchronously, Tuesdays and Thursdays, 3:30 to 4:50 pm, PST.*** We will ‘open’ our online class for you to join early, at 3:15 pm, every Tuesday and Thursday. We appreciate that not everyone will be learning and connecting from the same time zone. All lectures and seminar presentations will be recorded and stored via *Collaborate Ultra* in Canvas for easy retrieval. Everyone will need access to a computer/laptop and high-quality, robust internet connectivity.

We understand that not everyone is comfortable speaking in public, even online. Our collective aim is to foster a learning environment of mutual respect, kindness, and integrity. It is vital that all students, teachers, and guest lecturers be treated respectfully at all times. Prof. Becki Ross and TA Ryan Stillwagon will hold weekly scheduled virtual office hours, and will be available for phone, zoom, or Facetime meetings, by appointment. We will have extended office hours before assignments are due. We empathize with the stress and anxiety you face as students this term. Your well-being is vitally important to us. Please inform Prof. Ross about your preferred pronouns.

Prof. Ross will send out an email **every Monday** to offer updates and reminders about required course readings, assignments, seminar presentations, and office hours. **Please check your email**!

This course welcomes and seeks to accommodate all students during this uncertain time. If you require assistance or adaptation of teaching, evaluation, or accommodation, please contact Prof. Ross. If classes or due dates for assignments are scheduled during a religious or cultural holiday, please reach out to make alternative arrangements. There are resources for UBC students on and off campus, though most will be scaled back or available online only during COVID-19.

**For Student Resources on & off campus, please see the ‘Student Resources’ file on Canvas**

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**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>

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**Statement regarding online learning for international students, from Andrew Szeri, Provost, UBC**

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: [http://academic.ubc.ca/support-resources/freedom-expression\](http://academic.ubc.ca/support-resources/freedom-expression%5C)

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**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. Please submit your written assignments by the deadlines to the designated assignment upload spot in Canvas.

**Plagiarism is a serious, punishable offence.** Scholarly 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. When citing directly from published scholarship, you need to include the page number.

**COURSE ASSIGNMENTS:**

1. **SEMINAR PRESENTATION**:  **20%**

**a)** For a 50-minute period during a Thursday class, students are required to take responsibility for teaching classmates the substantive issues raised by the authors of two required course readings assigned for one week (marked by \*\*). Nine weeks are available: 3, 4, 5, 7, 8, 9,10, 11 & 12. The class will be divided in half through online break-out groups. In your group of 4-5, prepare a **seminar presentation** based on the main substance of the readings. You are expected to use Powerpoint slides, and to select one 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 (these must be different from strengths & weaknesses)

4) formulate 4 questions per article to pose to classmates in your break-out group

**b)** For the last 20 minutes, engage classmates in discussion of the substantive issues raised in the 2 readings by posing 4 questions per article. Please use your Powerpoint slides to share your articles summaries, strengths/weaknesses, future directions, and questions to pose to classmates during break-out groups.

**c)** Once the seminar is completed, please upload your seminar materials (e.g., your class handout and your Powerpoint slides) to your group Canvas submission. Ryan will also post your slides to our Canvas platform’s homepage.

You will be evaluated on the quality of your presentation, discussion of strengths and weaknesses, directions for future study, quality and scope of questions, 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 written paragraph of qualitative feedback & mark out of 20, prepared by Prof. Becki Ross or TA Ryan Stillwagon, on **Friday, December 4, 2020.**

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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 the Teach-in, Week 13. Marks are earned for the quality and consistency of ***verbal participation and participation using the Chat function***, not for attendance. Attendance is mandatory. We appreciate that due to the COVID pandemic, you may encounter difficulties. We encourage you to miss **no more than two classes** throughout the term.

For those not living in Canada, you can earn class participation marks by writing and posting short (max. 200 word) responses to the required readings every week to a ‘Discussion Board’ portal in Canvas.

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**3. QUEER POP-UP PROPOSAL: 20%**  **Due through online Canvas portal before 3:30 pm, PST, Tuesday, October 20th.**  Maximum five (5) pages double-spaced (not including Works Cited), consistent referencing (APA, Chicago, MLA), 1-inch margins, 12 pt size. **Please do not exceed the page limit.**

In this short, 5-page paper you will write up a description of the Queer Pop-Up that you designed and ‘workshopped’ in your small group during Week 6 of our course. Please include the name of your Pop-Up. Your Pop-Up should be primarily designed for an urban physical space, though it may include a digital dimension. Guidelines for COVID safety must be integrated.

a) Explain all of the unique elements of your Queer Pop-Up, including intended event-goers, promotional and outreach strategies, decisions related to food, music, payment, location, time, COVID safety guidelines, etc. Discuss how your Queer Pop-Up is informed by the foundational research findings shared by Amin Ghaziani and Ryan Stillwagon, “Queer Pop-Ups: A Cultural Innovation in Urban Life” (2019). Cite directly from Ghaziani and Stillwagon, one of the required readings for Week 6.

b) Discuss how your Queer Pop-Up is designed to redress, or overcome, the limitations of white, middle-class, cis gay men’s ‘gayborhood formation’ in Vancouver’s West End during the 1970s and early 1980s. Cite directly from the findings of Becki Ross and Rachael Sullivan in “Tracing Lines of Horizontal Hostility” (2012), one of the required readings for Week 6. Include a Works Cited page at the end (page 6).

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4. **CRITICAL RESEARCH PAPER**, **35% Due via online Canvas portal before 3:30 pm, PST, Tuesday, November 17th.** Maximum eleven (11) pages double-spaced (not including Works Cited) & consistent referencing (APA, Chicago, MLA), 1-inch margins, 12 pt size. **Please do not exceed the 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, sexual racism, 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 a trans-related topic, ensure your focus is *sexuality*).

a) In the format of a formal essay, with a descriptive title, 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.”

b) We recommend 8-10 hours of library research to locate three **qualitative research articles** published in journals between 1998 and 2020 – minimum 15 pages, different authors, 3 different academic journals, at least 1 written by sociologist. Each article must 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 research methods, theoretical contributions, main findings, and two strengths & two weaknesses of the study. Together, these annotations should form 2/3 of the body of the essay. Ensure the research is based in ***qualitative,*** not quantitative, research methods.

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

d) Reflect on how your articles serve as supporting evidence for **Michel Foucault’s** critique of the repression hypothesis (1980). Cite Foucault, and include him in your Works Cited.

e) 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 include **live links** to your 3 chosen journal articles in your Works Cited.

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**5. 24-HOUR TAKE-HOME Open-book EXAM, 20%** This Take-home open-book exam will be made up of short-answer questions. The content is from the last 7 weeks of course material – required readings, lecture notes, PPTs & guest lecture notes. You will have 24 hours to complete it. The exam will be written during the December exam schedule. The exam questions will be emailed to you in the morning. You are expected to answer the questions on your own, without consultation with others. You will submit your answers through the online Canvas portal.

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

**Week 1, Sept. 10th: Sexuality as a Field of Historical and Sociological Study**

\*\*Margaret Robinson, “Two Spirit Identity in a time of Gender Fluidity,” *Journal of Homosexuality*, 67:12 (2020): 1675-1690.

<https://www-tandfonline-com.ezproxy.library.ubc.ca/doi/pdf/10.1080/00918369.2019.1613853?needAccess=true>]

**\*\***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](https://link-springer-com.ezproxy.library.ubc.ca/content/pdf/10.1007/s12119-008-9042-x.pdf)

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>

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**Week 2, September 15th/17th: 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.

<https://thetalon.ca/the-politics-of-coming-out/>

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

<https://www.youtube.com/watch?v=LN8TBm4IOTI>

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**Week 3, Sept. 22nd/24th: 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>

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**Week 4: Sept. 29th/October 1st: 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, October 6th/8th: 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](https://link-springer-com.ezproxy.library.ubc.ca/content/pdf/10.1007/s12119-017-9435-9.pdf)

Chelsea Pickens and Virginia Braun, “Stroppy Bitches Who Just Need to Learn How to Settle”? Young Single Women and Norms of Femininity and Heterosexuality,” *Sex Roles* 79: 7/8 (June 2018): 431-448.

[https://link-springer-com.ezproxy.library.ubc.ca/content/pdf/10.1007%2Fs11199-017-0881-5.pdf](https://link-springer-com.ezproxy.library.ubc.ca/content/pdf/10.1007/s11199-017-0881-5.pdf)

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**Week 6, October 13th/15th: Queer Geographies of Urban Sex and Space**

\*\*Ryan Stillwagon and Amin Ghaziani, “Queer Pop-Ups: A Cultural Innovation in Urban Life,”  *City and Community* 18:3 (September 2019): 874-895.

<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 PhD student, Sociology, UBC

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**5-page Queer Pop-Up Written Proposal, DUE Tuesday, October 20th,** before 3:30 pm, PST. Submit through online Canvas Portal for our course, SOCI 369, section 102

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**Week 7, Oct. 20th/22nd: 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](https://link-springer-com.ezproxy.library.ubc.ca/content/pdf/10.1007/s12119-017-9421-2.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. 27th/29th: 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](https://link-springer-com.ezproxy.library.ubc.ca/content/pdf/10.1007/s12119-013-9183-4.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.

<https://journals-sagepub-com.ezproxy.library.ubc.ca/doi/pdf/10.1177/2332649214546870>

**Guest Lecturer:** David Ng, PhD Student, GRSJ, and co-founder, *Love Intersections*

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**Week 9, Nov. 3rd/5th: 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. FareenParvez, “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](http://gas.sagepub.com.ezproxy.library.ubc.ca/content/20/5/605.full.pdf%2Bhtml)

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>

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**Week 10, Nov. 10th/12th: 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.

<https://www-tandfonline-com.ezproxy.library.ubc.ca/doi/pdf/10.1080/00224499.2012.678948>

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

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**Critical Research paper, DUE Tuesday, November 17th, before 3:30 pm, PST.**

Submit through online Canvas portal for SOCI 369, section 102

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**Week 11: Nov. 17th/19th:**  **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), 2010-2020

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**Week 12, Nov. 24th/26th: 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.

<https://www-sciencedirect-com.ezproxy.library.ubc.ca/science/article/pii/S027753951630070X>

**Guest Lecturer:** Sex Work Activist, Legal Analyst, and Educator, Kerry Porth

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**Week 13, December 1st/3rd: 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>

\*\*Maren T. Scull, M. “Managing Identity in a Dirty Occupation: Male Strippers Experiences with Social Stigmas, *Sociological Spectrum,* 37:6 (2017): 390-411. <https://www-tandfonline-com.ezproxy.library.ubc.ca/doi/pdf/10.1080/02732173.2017.1365030>

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, Thursday, December 3rd, 2020**

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**24-Hour Take-Home, Open-Book Exam, 20%, in the December exam schedule.** Non-cumulative, last 7 weeks of course material – required readings, lecture notes & PPT slides, and notes from guest speakers.