

**The University of British Columbia**  
**Sociology 369: Section 102**  
**Sociology of Sexualities**  
**Course Syllabus**

**Class: September 13 - December 6, 2022 on Tuesdays 6-9 pm**

**Location: ANSO 207 (and break out seminars in ANSO 203)**

**Instructor: Dr. Brandy Wiebe (she/they)**

**E-mail: [brandy.wiebe@ubc.ca](mailto:brandy.wiebe@ubc.ca)**

**Office: ANSO 156**

**Office Hours: Tuesdays, 12:30-1:30pm or by appointment**

**TA: Kailey Peckford (she/her)**

**E-mail: [kailey.peckford@ubc.ca](mailto:kailey.peckford@ubc.ca)**

**Office: Virtual via this link**

**<https://ubc.zoom.us/j/66358287700?pwd=RmFyVG1zMlhzaHprVVo4R1h4UXZLUT09>**

**Meeting ID: 663 5828 7700 and Passcode: 808374**

**Office Hours: Wednesdays 11:30-12:30**

UBC's Point Grey Campus is located on 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 in their culture, history, and traditions from one generation to the next on this site.

**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, colonization 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 explore the works of theoretical writers such as Michel Foucault, Martin Cannon, Patricia Hill Collins, C. J. Pascoe, Yen Le Espiritu, Laura Kipnis and Deborah Brock. The course material covers a range of theoretical perspectives, including feminist sociology, Indigenous feminist theory, 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 90-120 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 are available on Canvas under 'Library Online Course Reserves'

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

Seminar Presentation: **15%**

Exam 1: **25%** Tuesday, October 18 **in class**

Exam 2: **25%** Tuesday, November 15 **in class**

Research Paper: **30%** due Tuesday, November 1 **before 6pm via Canvas**

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 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, Oct 18**

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

### **Exam Two, 25%, Tuesday Nov 15**

This exam will consist of short answer questions and there may 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, November 1**

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. Feel free to run your idea by me first, to ensure its suitability and for feedback. (Note: if you choose a topic related to trans or non-binary folks' experiences 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 Exam: 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 assignments will receive a deduction of **10% per day late (Saturday and Sunday 10% each)** and missed exams will be given a mark of 0.

**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.**

Submission of assignments: Papers will be submitted via Canvas. E-mails will not be accepted.

### **'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, counseling, 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 Centre for Accessibility in Brock Hall is available for further consultation and resource provision.

### **Course Overview and Readings:**

**Sept 6 - NO CLASS Imagine Day**

**Sept 13 – Class One: Introduction and Theoretical Orientations**

### **Sept 20 – Class Two: Theorizing Sexualities**

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

Martin Cannon, "Regulation of First Nations Sexuality," *Canadian Journal of Native Studies* 18:1 (1998): 1-18.

Video Clip if time: 'Master of One's Domain' Seinfeld (1992)

#### **READING FOR YOUR FURTHER INTEREST ON CANVAS:**

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.

### **Sept 27 – 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.

#### **READING FOR YOUR FURTHER INTEREST ON CANVAS:**

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.

### **Oct 4 – Class Four: Contemporary Heterosexualities**

C.J. Pascoe, "'Dude, You're a Fag': Adolescent Male Homophobia," in *Dude, You're a Fag: Masculinity and Sexuality in High School*. NJ: University of California Press, 2007. p52-83.

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

#### **READING FOR YOUR FURTHER INTEREST:**

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>

Mahar, E.A., Mintz, L.B. & Akers, B.M. "Orgasm Equality: Scientific Findings and Societal Implications," *Current Sexual Health Report* 12, (2020): 24–32.

<https://doi.org/10.1007/s11930-020-00237-9>

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>

### **Oct 11 - Class Five: Contemporary Queer Sexualities and Non-monogamy**

#### **Required Readings:**

Laura Corradi, "Why Bisexuality is Queer: Non-dichotomous, de-colonial and intersectional reflections," *Whatever: A Transdisciplinary Journal of Queer Theories and Studies*, 1 (2018): 123-155

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)

READING AND MATERIAL FOR YOUR FURTHER INTEREST:

Lea J Seguin, "The Good, the bad and the ugly: Lay attitudes and perceptions of polyamory," *Sexualities* 22:4 (2019): 669-690.

<https://doi.org/10.1177/1363460717713382>

Jessy Dame on historical Two-Spirit Erasure

<https://www.youtube.com/watch?v=j5Nz0uvvzu0>

### **Oct 18 – Class Six: \*Exam 1\***

#### **Oct 25 – Class Seven: Sexualized Racisms**

Han, Chong-suk, and Kyung-Hee Choi. "Very Few People Say "No Whites": Gay Men of Color and the Racial Politics of Desire." *Sociological Spectrum* 38:3 (2018): 145-161.

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.

READING FOR YOUR FURTHER INTEREST **ON CANVAS**:

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

READING FOR YOUR FURTHER INTEREST **NOT ON CANVAS**:

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-springercom.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 postrevolutionary Iran," *Culture, Health and Sexuality*, 9:5 (Sept-Oct., 2007): 445-457. <https://www-jstor-org.ezproxy.library.ubc.ca/stable/pdf/20460949.pdf>

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>

### **Nov 1 – Class Eight: Commercialized Sex in Porn Production and Health Care**

\*Research Paper Due IN CLASS\*

Mireille Miller-Young, "Putting Hypersexuality to Work: Black Women and Illicit Eroticism in Pornography," *Sexualities*, 13:2 (April 2010): 219-235.

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.

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

READING FOR YOUR FURTHER INTEREST:

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>

**Nov 9 – Class Nine: Sex Work**

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.

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: 'Good Hunting' (2019)

READING FOR YOUR FURTHER INTEREST ON CANVAS:

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

READING FOR YOUR FURTHER INTEREST NOT ON CANVAS:

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>

**Nov 15 – Class Ten: \*Exam 2\***

**Nov 22 – 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.

Catherine C. Petersson and Lars Plantin, "Breaking with Norms of Masculinity: Men Making Sense of Their Experience of Sexual Assault," *Clinical Social Work Journal* 47 (2019): 372–383 (2019).

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

OR

'The Notebook' (2004) and 'The East' (2013)

OR

'Baby It's Cold Outside' Discourse Analysis

READING FOR YOUR FURTHER INTEREST ON CANVAS:

Jessica C. Harris, "Women of Color Undergraduate Students' Experiences with Campus Sexual Assault: An Intersectional Analysis," *The Review of Higher Education*

44:1 (2020): 1-30.  
Fahs, Breanne, “‘Freedom to’ and ‘freedom from’: A new vision for sex positive politics,” *Sexualities* 17(3), (2014): 267-290.  
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.

READING FOR YOUR FURTHER INTEREST **\*\*Trigger Warning\*\***:

Introduction and Chapter 1 (p89-128) of ‘Reclaiming Power and Place’ The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls  
[https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final\\_Report\\_Vol\\_1a-1.pdf](https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf)

**Nov 29 – Class Twelve: Sexuality and Popular Culture. Guest Lecturer Kailey Peckford**

Marquita R. Smith, “‘Or a Real, Real Bad Lesbian’: Nikki Minaj and the Acknowledgement of Queer Desire,” *Hip Hop Culture, Popular Music and Society* 37:3 (2014): 360-370.  
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.

READING FOR YOUR FURTHER INTEREST **ON CANVAS**:

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.

**Dec 6 - Class Thirteen: VIRTUAL Exam 2 and Paper Feedback Workshop via Zoom on Canvas**