

University of British Columbia **DRAFT OUTLINE:**
Soci 369: The Sociology of Sexualities, January – April 2015

Professor: Becki Ross
Tuesdays/Thursdays, 3:30 – 4:50 pm
Location: Math 202 (Thurs semin. Math 203)
TA: Katherine Lyon: katherine.lyon@live.ca
TA office hours: Thurs, 12:30 – 2:00 pm

Ross's Office: Rm 3119 Anth/Sociology
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Ross's email: becki.ross@ubc.ca
Ross's Office hrs: Thurs. 5:00 – 6:30 pm
***Prof. Ross does not download materials**

According to the late French philosopher Michel Foucault, beginning in the eighteenth century, discourses concerning sexual 'normality' and 'abnormality' have proliferated in western, industrializing societies. Not a neutral development, Foucault identifies this proliferation as a primary mechanism for moral regulation, state formation, and social organization. Drawing from the work of Foucault, Joshua Gamson, Patricia Hill Collins, Laura Kipnis, Steven Maynard, Yen Le Espiritu, John Cho, C.J. Pascoe, Fareen Parvez, and others, our 3-credit course explores questions of sexual discourses, identities, and practices. Rather than an unchanging biological or universally natural force, "sexuality" is examined as a social and historical construction, differently constructed across time and space, and a site of conflict and contest. This course does not involve a detailed description of sexual acts (a 'mechanics' of sexual techniques); rather, it examines how sexuality is embedded in relations and discourses of power and inequality.

Our approach is interdisciplinary, drawn from sociology, gender studies, queer theory, anti-colonial studies, history, anthropology, and cultural studies. A major objective is to devise analytic tools to problematize, historicize, and pluralize sexuality as complex human expression mediated by social cleavages of class, 'race', ethnicity, and gender. Themes include: homo, bi and heterosexuality, masturbation, sex and schooling, pornography, racialized sexualities, sex and popular culture, sexual violence, prostitution, and burlesque/striptease. The primary focus is North America in the 20th and 21st centuries. Our focus invites reflection on our personal experiences of sexuality and gender as crucial resources in developing an analysis of the sociology of sexual relations. We will also consider how our everyday social/sexual experiences are shaped by broader social, economic, and political relations. Students are encouraged to approach topics with an inquisitive, open mind as befits the doing of sociology. Those offended by identities or practices considered by some as 'deviant' and 'abnormal' and/or who place morality before critical analysis, 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: Thursday, February 12th**
4. Research Paper: **30%** **Due In Class: Thursday, March 19th**
5. Final Exam in April exam schedule: **25%**

Course Reader: *The Sociology of Sexualities Soci 369*, compiled by Becki Ross, at UBC Bookstore. Course Reader only includes **required readings** marked ** in the course syllabus. **OR:** Weekly required & supplementary readings can be downloaded via your CWL (campus wide login) at www.connect.ubc.ca via the syllabus. PDFs for book chapters are on Connect: 369pdfadditionalreadings.

EARLY ALERT:

During the term, Prof. Becki Ross and TA Katherine Lyon, will do our best to reach out and offer support should we be concerned about your academic performance or wellbeing. We encourage you to seek us out should you need assistance. In addition, Prof Ross may identify 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. We sincerely care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca

NOTE: Academic English Support (AES) is available to students who speak/write English as a second/additional language. See www.aes.ubc.ca

Support resources:

University students frequently encounter difficulties with time management, anxiety, mood regulation and substance use that can impact academic performance and may balloon into long-term problems. The following resources are just a few that are available to UBC students.

- [UBC Live Well Learn Well](http://students.ubc.ca/livewell) (<http://students.ubc.ca/livewell>) UBC's healthy living portal. Find information about various healthy living initiatives on campus.
 - [UBC Mental Health Network](http://www.ubcmhn.com/) (<http://www.ubcmhn.com/>) List of mental health groups, services, and initiatives on campus.
 - [The Kaleidoscope](http://the-kaleidoscope.com/) (<http://the-kaleidoscope.com/>) On campus mental health support group. Weekly meetings provide a safe, stigma-free environment to discuss mental health concerns and coping strategies.
 - [UBC Counseling/Health services](http://students.ubc.ca/livewell/services/counselling-services) (<http://students.ubc.ca/livewell/services/counselling-services>) Your use of these services is in no way associated with your academic/student record; this is a good place to seek referrals to treatment and support services.
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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). 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 that materials from other sources are correctly attributed to their authors.

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 **1 and **2). Working in a team of 3 or 4, prepare an oral seminar based on the main themes of the readings. You are advised to use Power Point slides, visuals, and a video clip (no more than 4 mins). Please include:

- 1) one short paragraph summary (300 words max) of each researcher's questions – what did s/he set out to do, and why? What are the research questions?
- 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 (one page double-sided, including summary, strengths/weaknesses, future directions & questions to pose to classmates) must be copied & handed out to class members.**

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

*Presenters will be emailed a paragraph of feedback & mark out of 15, prepared by either Prof Ross, or TA K. Lyon, on **Friday, April 10, 2015**

2. **CLASS PARTICIPATION**: 5%. This course is structured to provide students with opportunities to develop & strengthen verbal skills through in-class discussion, debate, small group work, and weekly seminars. Marks will be deducted after more than 2 classes are missed.

NOTE: We expect that every effort will be made to attend all classes, **on time**, and to participate in discussion, both during lectures and weekly seminars. We recognize that not everyone is comfortable speaking in public. Our aim, with your active involvement, is to foster an environment of mutual respect and integrity in the face of controversial issues.

3. **MID-TERM EXAM**: 25% **In Class, Thursday, February 12th, 3:30 – 5:00 pm**

The exam is made up of short-answer questions. Students are responsible for material from *required course readings*, lecture notes, hand-outs, & video material covered in the first six weeks of the course, **week 1 to week 6, including readings from Week 6**. You will need the full hour and a half.

4. **CRITICAL RESEARCH PAPER 30% Due in Class: Thurs. March 19th, 11 pp,** double-spaced (not including bibliography) & consistent referencing (Chicago, APA). **Please do not exceed page limit.**

For this written assignment, *choose a sex-related topic of your choice*, e.g., homo/bi/hetero sexuality, cyberporn, S/M, abortion, inter-racial sexual relations, intergenerational sex, “nymphomania,” sex in popular culture, prostitution, sex and religion, cross-cultural sexual practices, sex and aging, sex and disability, etc. (If you choose transgender/transsexuality, you must address issues of *sexuality* for trans folks rather than issues of gender).

- 1) In 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 explanation for why you chose the topic you did. Be self-reflexive & use first-person, “I.”
- 2) Locate three scholarly journal articles published since 1995 - minimum 15 pages in length, different authors, 3 different journals, at least 1 written by sociologist. Each article should treat a *different angle* on your chosen topic. Prepare a **critical annotation** for each of the 3 selections. For every annotation, state the 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? Reflect on how your articles serve as supporting evidence for **Michel Foucault’s** critique of the repressive hypothesis.
- 4) Suggest two directions for future academic research on this topic. In other words, invent two new, original research angles inspired by your review of the literature.
- 5) **NOTE:** Please attach your three articles/chapters to your final assignment.

5. **Final Exam: 25%** April Exam Schedule, 2 ½ 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: [** means required readings]**Week 1, Jan. 6/8: Sexuality as a Field of Historical and Sociological Study**

**Joshua Gamson and Dawne Moon, "The sociology of sexualities: queer and beyond," Annual Review of Sociology, 30 (2004): 47-64. <http://www.jstor.org/stable/10.2307/29737684?origin=api>

**Martin Cannon, "The Regulation of First Nations Sexuality," Canadian Journal of Native Studies 18:1 (1998): 280-294 (reprinted in Sexing the Maple: A Canadian Sourcebook, ed. R. Cavell & P. Dickenson, 2006). See PDF in file folder: 369pdfadditionalreading at www.connect.ubc.ca

**Chris Brickell, "Sexuality and Dimensions of Power," Sexuality & Culture (2009): 57-74. <http://link.springer.com/article/10.1007%2Fs12119-008-9042-x>

Visual Analysis: Wedding Advertisements

Week 2, Jan. 13/15: Theorizing Sexuality and Gender

**Michel Foucault, The History of Sexuality, Volume I. (New York: Vintage Books, 1980): 17-49. See PDF in file folder: 369pdfadditionalreading at www.connect.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. See PDF in file folder: 369pdfadditionalreading at www.connect.ubc.ca

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

Video clips: "Josephine Baker Story" (1991)

Week 3, Jan. 20/22nd : 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/stable/10.2307/3704330?origin=api>

**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. http://muse.jhu.edu/journals/journal_of_womens_history/v019/19.1johnson.html

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/journals/journal_of_womens_history/v014/14.3sacco.html

Video clip: “Seinfeld: ‘Master of One’s Domain’” (1992)

Week 4: Jan. 27/29th : 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 www.connect.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/stable/3704161>

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 at www.connect.ubc.ca

Video Clip: “Heavenly Creatures” (1995)

Week 5, Feb. 3/5th: Contemporary Heterosexualities

**C.J. Pascoe, “‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse,” Sexualities 8:3 (July 2005): 329-346. <http://sex.sagepub.com/content/8/3/329>

**Virginia Braun, “In Search of (Better) Sexual Pleasure: Female Genital ‘Cosmetic’ Surgery,” Sexualities 8:4 (2005): 407-424. <http://sex.sagepub.com/content/8/4/407>

Tamara Sniezek, “Is it Our Day or the Bride’s Day? The Division of Wedding Labour and Its Meaning for Couples,” Qualitative Sociology 28:3 (August 2005): 215-234.

<http://link.springer.com/article/10.1007%2Fs11133-005-6368-7>

Video Clip: “The Birdcage” (2002)

Week 6, Feb. 10/12th: Contemporary Bisexualities & Homosexualities: Displacing the Hetero-Norm

**Kirsten McLean, “Inside, Outside, Nowhere: Bisexual Men and Women in the Gay and Lesbian Community,” Journal of Bisexuality, 8 (2008): 63-80.

<http://www.tandfonline.com/doi/abs/10.1080/15299710802143174>

**John (Song Pae) Cho, “The Wedding Banquet Revisited: ‘Contract Marriages’ Between Korean Gays and Lesbians,” Anthropological Quarterly 82:3 (Spring 2009): 401-422.

http://muse.jhu.edu/journals/anthropological_quarterly/v082/82.2.cho.html

Sabine Lang, "Lesbians, Men-Women, and Two-Spirits: Homosexuality and Gender in Native American Cultures," in Female Desires: Same-Sex Relations and Transgender Practices Across Cultures, eds. E. Blackwood & S. Wieringa (New York: Columbia Univer. Press 1999): 91-116
See PDF in file folder: 369pdfadditionalreading at www.connect.ubc.ca

Video clip: Margaret Cho, "I'm the One I Want" (2001)

Week 6: MID-TERM EXAM: IN CLASS, THURSDAY, Feb. 12th, 3:30 – 5:00 pm

Mid-Term Break, February 16th – 20th, 2015

Week 7, Feb. 24/26th: 'Race', Racialization, and Generational Tensions in Families

**Yen Le Espiritu, "We Don't Sleep Around Like White Girls Do": Family, Culture, and Gender in Filipina American Lives," Signs: Journal of Women in Culture and Society. 26:2 (2001): 415-440. <http://www.jstor.org/stable/3175448>

**Gloria Gonzalez-Lopez, "Fathering Latina Sexualities: Mexican Men and the Virginity of Their Daughters," Journal of Marriage and the Family 66:5 (December 2004): 1118-1131. <http://www.jstor.org/stable/3600329>

Pardis Mahdavi, "Passionate Uprisings: Young People, sexuality and politics in post-revolutionary Iran," Culture, Health and Sexuality (Sept-Oct., 2007): 445-457. <http://www.jstor.org/stable/20460949>

Video Clips: "Live Nude Girls Unite! (2000)

Week 8, March 3/5th: Sex & Popular Culture

**Julia Andsager and Kimberly Roe, "What's Your Definition of Dirty, Baby? Sex in Music Videos," Sexuality & Culture, 7:3 (Summer 2003): 79-97. <http://link.springer.com/article/10.1007%2Fs12119-003-1004-8>

**Chong-suk Han, "Geisha of a Different Kind: Gay Asian Men and the Gendering of Sexual Identity," Sexuality & Culture 10:3 (Summer 2006): 3-28. <http://link.springer.com/article/10.1007%2Fs12119-006-1018-0>

Hélène Frohard-Dourlent, "When the heterosexual script goes flexible: Public reactions to female heteroflexibility in the *Buffy the Vampire Slayer* comic books," Sexualities (September 2012): 718-738. <http://sex.sagepub.com/content/15/5-6/718>

Video Clips: Walt Disney Corp: “Aladdin,” “Little Mermaid,” “Beauty and the Beast”

Week 9, March 10/12th: Understanding Commercial Pornographies

**Laura Kipnis, “Disgust and Desire: *Hustler Magazine*,” in Bound and Gagged: pornography and the politics of fantasy in America, L. Kipnis, New York: Grove Press, 1996: 122-160.

See PDF in file folder: 369pdfadditionalreading at www.connect.ubc.ca

**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://www.jstor.org/stable/27640919>

Mireille Miller-Young, “Putting Hypersexuality to Work: Black Women and Illicit Eroticism in Pornography,” Sexualities (April 2010): 219-235. <http://www.jstor.org/stable/27640919>

Video Clip: ‘Cindy Gallop on Porn’, Ted Talks (2011)

Week 10, March 17/19th: Sexuality and Schooling

**C. Fox and T Ore, “(Un)Covering normalized gender and race subjectivities in LGBT “safe spaces,” Feminist Studies, 36:3 (2010): 629-649. <http://www.feministstudies.org/issues/vol-30-39/36-3.html>

**Brian W. King, “Inverting virginity, abstinence, and conquest: Sexual agency and subjectivity in classroom conversation,” Sexualities, 17:3 (2014): 310-328.

<http://sexualities.sagepub.com.ezproxy.library.ubc.ca/content/17/3/310.full.pdf+html>

T. Goldstein, V. Goldstein, V. Russell, and A. Daley, “Safe, positive, and queering moments in teaching education and schooling: A conceptual framework,” Teaching Education, 18:3 (2007): 183–199.

<http://www.tandfonline.com/doi/abs/10.1080/10476210701533035>

Guest Lecturers: H el ene Frohard-Dourlent, PhD candidate, Sociology, and Katherine Lyon, PhD candidate & TA for Soci 369, Sociology

Research Paper: Due IN-CLASS, Thursday, March 19th

Week 11: March 24/26th: Sexual Danger, Harassment, and Sexual Violence

**Meika Loe, “Working for Men - at the Intersection of Power, Gender, and Sexuality,” Sociological Inquiry, 66: 4 (November 1996): 399-421.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1475-682X.1996.tb01184.x/pdf>

**Donna Chung, "Making Meaning of Relationships: Young women's Experiences and Understandings of Dating Violence," Violence Against Women 13:12 (December 2007): 1274-1295.
<http://vaw.sagepub.com/content/13/12/1274>

**Jonathan Franzen, "Agreeable," The New Yorker, (31 May 2010): 62-69.
http://www.newyorker.com/fiction/features/2010/05/31/100531fi_fiction_franzen

Shamita DasGupta and Sayantani DasGupta, "Public Face, Private Space: Asian Indian Women," in Bad Girls, Good Girls: Women, Sex, and Power in the Nineties. Nan Bauer Maglin and Donna Perry, eds. (New Brunswick, NJ: Rutgers University Press 1996): 226-243.
 See PDF in file folder: 369pdfadditionalreading at www.connect.ubc.ca

Video clip: BC Lions' campaign: "Be More than a Bystander: Break the Silence on Violence Against Women", Canadian Football Leagues (CFL), 2014

Week 12, March 31/April 2nd: Researching and Theorizing Sex Work

**Eva Rosen and Sudhir Alladi Venkatesh, "A Perversion of Choice? Sex Work Offers Just Enough in Chicago's Urban Ghetto," Journal of Contemporary Ethnography 37:4 (August 2008): 417-441.
<http://jce.sagepub.com/content/37/4/417.full.pdf+html>

**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://sexualities.sagepub.com/content/13/2/255>

Teela Sanders, "Male Sexual Scripts: intimacy, sexuality and pleasure in the purchase of commercial sex", Sociology 42:3 (June 2008): 400-417. <http://soc.sagepub.com/content/42/3/400>

Guest Speakers: Jamie Lee Hamilton & Scarlett Lake

Week 13, April 7th : 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://jce.sagepub.com/content/36/5/571>

**Joseph DeMarco, "Power and Control in Gay Strip Clubs," The Journal of Homosexuality, 53:1/2 (2007): 111-127.
http://www.tandfonline.com/doi/abs/10.1300/J082v53n01_05

**Julie Bindel, "Iceland: the world's most feminist country," The Guardian (25 March 2010): 1-2. <http://www.guardian.co.uk/lifeandstyle/2010/mar/25/iceland-most-feminist-country>

Becki Ross, "'Troublemakers' in Tassels and G-Strings: Striptease Dancers and the Union Question in Vancouver, 1965-1980," Canadian Review of Sociology and Anthropology 43(3), (August 2006): 307-322. <http://onlinelibrary.wiley.com/doi/10.1111/j.1755-618X.2006.tb02228.x/pdf>

IN-CLASS Teach-In

FINAL EXAM in the April Exam Schedule, Value: 25%