

WGST 2812B: Gender, Sexuality and the City

**Pauline Jewett Institute of Women's and Gender Studies
Carleton University
Fridays 2:35pm-4:25pm
Loeb Building A720
Winter 2019**

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Office hours: Wednesdays 1:00pm – 2:00pm;
Fridays 1:00pm-2:00pm**

This outline is preliminary and subject to change

Course Description

Cities offer sexual liberation and pleasure; yet, sexuality is also scrutinized, under surveillance and disciplined. Many key urban institutions have vested interest in maintaining social order through the regulation of sex and the production of 'good' sexual citizens. As such, it is no surprise that cities are shaped by (and shape) sexual and gender politics. Take a moment and think about cities you've been to and/or lived in: Are certain forms of sexuality, sex acts and gender expression encouraged or policed? Which bodies often provoke moral panic – and how do these bodies resist? How does the framing of particular sexualities as dangerous and/or non-normative lead to dehumanization and questions of citizenship (and therefore, deemed unworthy of protection)? What are the contradictions of urban space, particularly in relation to the ostracization and economic profitability of sex work and certain sexual cultures?

This course examines the relations of power that shape the everyday experiences of urban dwellers. In so doing, we will consider the ways in which the gendering and sexualization of the city situate urban dwellers "in" and "out" of place. We begin the course by understanding the social construction of space and gender and the relationship between sex and urban life. We then move on to examine the forms of subversion and resistance that are provoked when certain bodies are desexualized or oversexualized while others are excluded and/or unwelcomed in certain spaces and places within the city. We conclude the course by exploring the implications of the intricate relationship between globalization, urbanization and sex for differently privileged global bodies.

Course Objectives/Goals

By the end of the course, students should be able to:

- Explain why privilege and power are relevant to understanding how the city is a

- sexualized and gendered space.
- Write and think critically about how gender, sexuality and other markers of identity shape, and are shaped by, urban experiences.
- Articulate and analyse the various ways the city can be an alienating and dangerous space. And explain why the analysis must be grounded in an understanding of the politics of fear, sex and gender.
- Identify and analyse examples of urban entrepreneurialism and its interconnectedness to globalization, gender and sexuality.
- Apply course material and theoretical framings to analyse, understand and describe community activism/social movements in Ottawa through observational fieldwork.

Course Format

This class will consist of weekly 2-hour lectures and 1-hour tutorials. The lectures will provide an overview of each week’s theme and situate the readings within a larger framework. We will also engage in class discussion and small group exercises during lectures. The tutorial is an opportunity to further discuss course readings and themes.

Tutorial

The following is the information about your tutorial (date, time, location and TA):

TBA	TBA	TA: TBA
TBA	TBA	TA: TBA

Course Website

This course is registered on cuLearn. Lecture outlines and other course material will be posted to this website on a weekly basis. It is strongly recommended that you log into cuLearn before every lecture: print the lecture outline (for those who take notes by hand) or download the lecture outline (for those who take notes by laptop). Please note that lecture outlines are not a substitute for attending lectures, but rather, are intended to help students organize their note-taking.

cuLearn will also be used to post any news items pertaining to lectures and tutorials. These posts will be automatically sent to students’ email accounts, so please be sure to regularly check your university e-mail account.

Course Policies

Assignment Policies

Late papers will be penalized **5% per day** (including weekends). Please note that papers more than one week late will not be accepted and will receive an automatic grade of zero. Exceptions will be made with appropriate documentations.

Plagiarism and Academic Offences

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Read more about academic integrity here: <https://carleton.ca/registrar/academic-integrity/>

Third Party sharing websites

Student or professor materials created for this course (including presentations and assignments) are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute seminar handouts and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Emails

I will answer e-mails from my official Carleton University address within 48 hours (excluding weekends and holidays). Please include your full name, student number and course code in the e-mail. Please refrain from using informal language.

Cell Phones and Laptops

Please put your cell phones on vibrate/silent during class. You are permitted to use your laptops/tablets for note taking. If used for other purposes, you will be asked to turn off your device.

Recording Lectures

Students must obtain permission to record course lectures from the instructor. Students are not permitted to record without prior consent/permission.

Course Requirements and Grading

Evaluation	%
Tutorial Attendance and Participation	10%
In-class/Online Activities and Discussions	10%
Progress Journals (Feb. 1, 2019 and Mar. 8, 2019)	20%
Activism in the City Fieldwork Project (Mar 29, 2019)	30%
Final Exam (April. 27, 2019)	30%

Tutorial Attendance and Participation (10%)

Students are expected to attend tutorial regularly and come prepared for tutorial discussions. Active and meaningful participation is expected of all students. Assessment of tutorial participation will be based on the quality and relevance of contributions and questions.

In-class/online activities and discussions (10%)

Students are expected to attend lectures regularly and engage in class activities and discussions. The majority of class activities will be group discussions and games. Assessment will be based on class attendance and participation in groups. Occasionally, students may also be asked to participate in online discussion forums or answer questions on cuLearn.

Progress Journals (20%)

Students are required to submit **2 short journal entries at the beginning of class on the due date**. Each journal entry should reflect student understanding of course material. Students are required to reference at least three course readings in each journal entry.

- 1. The First journal (10%)** should detail the student's gendered experience of urban space. Students can write about urban space in general or focus on a specific urban space (bars/clubs, transit, public washrooms, malls, restaurant, streets, parks, and etc.). Questions to think about include: What are the ways in which the space in question allows for the performance of sexuality and gender? Are you self-aware in these spaces – do you monitor/regulate your own behaviour? In what ways does your attentiveness to your identity (and that of others) tell you more about the city? How do you see the city? How do you think you're seen? Do you think you're seen? The first journal is due on **February 1**,

2019. The assignment will be returned on February 15th. **Please submit this assignment as a hard copy to the professor.**

- 2. The Second Journal (10%)** should be an analysis of the ways in which gender, sexuality and other markers of identity have an impact on the perception of who belongs and who is “out of place” in the city. This analysis can be based on students’ analysis of popular culture or their own analysis of how they observe and perceive other people in the city. Students can write about the city in general or write about specific spaces within the city as sites of inclusion/exclusion. The second journal submission is due on **March 8, 2019**. The assignment will be returned on March 22nd. **Please submit this assignment on cuLearn.**

Further information on the journal entries as well as the grading rubric can be found on cuLearn. **Each entry should be a minimum of 500 words and a maximum of 700 words.** *Please retain a hard copy of all work that is submitted.*

Activism in the City Fieldwork Project (30%)

Assignment requirements will be discussed further in lecture weeks 2. Instructions and Guidelines will also be posted on cuLearn. This assignment is due on **March 29, 2019**.

Final Exam (30%)

A take-home final examination will be given to students via cuLearn on **April 6th and must be submitted on cuLearn on April 27th**. Please note that **no late exams will be accepted**. The exam will consist of short answer questions and one essay question. Student answers are to be based on critical reflection that is supported by material covered during lectures and in the required readings. There will be an exam review on **April 5th**. *Please retain a hard copy of all work that is submitted.*

Final Grades

In accordance with the Carleton University undergraduate calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+	90-100	C+	67-69
A	85-89	C	63-66
A-	80-84	C-	60-62
B+	77-79	D+	57-59
B	73-76	D	53-56
B-	70-72	D-	50-52
		F	0-49

Please note that standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Required Readings and Films/Video Clips

The main text book for this course is *Cities and Sexualities* by Phil Hubbard. The book is available for purchase at the University Bookstore; a copy of the book has also been placed on reserve at the library. All other course readings are available on Ares through the cuLearn site for this course. Students are responsible for getting and reading the material. They are expected to engage with the material, take notes and come prepared for class and tutorial discussions and activities. When reading, consider asking (and answering) the following questions:

- What is the main point of this reading?
- How does this reading speak to the other reading(s) for this week and previous course readings?
- How does this reading further my understanding of gender, sexuality and the city?
- What are the strengths/weaknesses of this reading?
- How does this reading challenge/strengthen my previous conceptions/beliefs/thoughts?

Your ability to address these questions will help prepare you for course discussions, assignments and exam.

Films/video clips will be screened in this course and are to be treated as course text.

Course Schedule

***The professor reserves the right to make changes with regard to the readings and topics schedule. If modifications are necessitated during the course, the professor will *immediately notify students of such changes via cuLearn*. ***

All readings listed below, with the exception of those denoted as “further reading”, are required for the course. Further readings are optional.

Introduction and Theoretical Framings

Week 1 (Jan. 11, 2019): “Let’s talk about sex”: Introduction to the course

Week 2 (Jan. 18, 2019): Bodies and Cities

- **Watson, S.** (2010). Chapter 26: City A/Genders (pp. 237-242) in *The Blackwell City Reader* (ed. Gary Bridge & Sophie Watson). Wiley-Blackwell.
- **Doan, P. L.** (2010). The tyranny of gendered spaces – reflections from beyond the gender dichotomy. *Gender, Place & Culture*, 17(5): 635–654.

Further Reading:

- Low, M. (2006). The Social Construction of Space and Gender. *European Journal of Women’s Studies*, 13(2): 119-133
- Jarvis, H. (2009). From Binaries to Intersections in *Cities and Gender*. New York: Routledge
- McDowell, L. (2013). Chapter 2: "In and Out of Place: Bodies and Embodiment" in *Gender, Identity, and Place*. John Wiley and Sons.

Week 3 (Jan. 25, 2019): Sexuality, Morality and the City

- **Hubbard, P.** (2012). Chapter 1: Introducing Cities and Sexualities (Course Textbook)
- **Hubbard, P.** (2012). Chapter 2: The Moral Geographies of Sex (Course Textbook)

Further Reading:

- **Longurst R. & Johnston, L.** (2010). Chapter 5: “Sex and the City” in *Space, Place and Sex*. Rowman and Littlefield Publishers.
- **Thomas, M. E.** (2004). Pleasure and Propriety: Teen Girls and the Practice of Straight Space. *Environment and Planning D: Society and Space*, 22(5), 773–789.

Week 4 (Feb. 1, 2019): Public and Private Sex

- **Hubbard, P.** (2012). Chapter 3: Domesticating Sex (Course Textbook)
- **Hubbard, P.** (2012). Chapter 4: Public Sex (Course Textbook)

Further Reading:

- **Brown, G.** (2008). Ceramics, clothing and other bodies: affective geographies of homoerotic cruising encounters. *Social & Cultural Geography*, 9(8), 915–932.

Intersectional Subjectivities, Sex and the City

Week 5 (Feb. 8, 2019): Sexual (un)Attraction

- **Przybylo, E., & Cooper, D.** (2013). nomorepotlucks » What Makes a Crush? Retrieved from <http://nomorepotlucks.org/site/what-makes-a-crush-ela-przybylo-and-danielle-cooper-with-loop03-by-jeff-kulak/>
- **Einstein, S.** (2015, September 11). "I have never turned heads": What it's like when you're not the object of desire | Salon.com. Retrieved from https://www.salon.com/2015/09/11/i_have_never_turned_heads_what_its_like_when_youre_not_the_object_of_desire/
- **Emling, S., & Dhalen, D.** (2016, March 2). 11 Middle-Aged Women Strip Down To Reclaim "Sexy" On Their Own Terms. Retrieved November 16, 2018, from http://www.huffingtonpost.com/entry/11-middle-aged-women-strip-down-to-reclaim-sexy-on-their-own-terms_us_56d1d0c9e4b0871f60eb9da8

Further Reading:

- Kim, E. (2011). Asexuality in disability narratives. *Sexualities*, 14(4), 479–493.
- **Przybylo, E.** (2011). Introducing Asexuality, Unthinking Sex. *Introducing the New Sexuality Studies Ed. Nancy Fischer and Steven Seidman* (2nd Edition). Retrieved from https://www.academia.edu/31063173/Introducing_Asexuality_Unthinking_Sex

Week 6 (Feb. 15, 2019): Sexuality, Counter-spaces and Place-making **Guest Lecture: TBA**

- **Bailey, M. M.** (2014). Engendering space: Ballroom culture and the spatial practice of possibility in Detroit. *Gender, Place & Culture*, 21(4), 489–507.

- **Pande, A.** (2018). Intimate Counter-Spaces of Migrant Domestic Workers in Lebanon1. *International Migration Review*, imre.12325.

Week 7 (Feb. 22, 2019): Reading Week

Week 8 (Mar. 1, 2019): Night Out in the City

- **Hubbard, P.** (2012). Chapter 5: On the town: Pleasure and Leisure in the Nocturnal City (Textbook)
- **Taylor, Y.** (2008). “That’s Not Really My Scene’: Working-Class Lesbians In (and Out of) Place. *Sexualities*, 11(5): 523–546.
- **Optional: Misgav, C & Johnston, L.** (2014). “Dirty Dancing: The (non)fluid Embodied Geographies of a Queer Nightclub in Tel Aviv.” *Social & Cultural Geography*, 15 (7): 730–46.

Further Reading:

- Tan, Q. H. (2014). Postfeminist possibilities: unpacking the paradoxical performances of heterosexualized femininity in club spaces. *Social & Cultural Geography*, 15(1): 23–48.

Week 9 (Mar. 8, 2019): Dystopian futures: Totalitarianism, Sexuality and (in)Fertility

- Watch: **Janelle Monae - Dirty Computer** [Emotion Picture]. Retrieved from <https://vimeo.com/268498567>
- **Sheldon, R.** (2013, November 3). Somatic Capitalism: Reproduction, Futurity, and Feminist Science Fiction. Retrieved November 16, 2018, from <https://adanewmedia.org/2013/11/issue3-sheldon/>

Further Reading:

- Gilbert, S. (2018, October 4). The Remarkable Rise of the Feminist Dystopia. *The Atlantic*. Retrieved from <https://www.theatlantic.com/entertainment/archive/2018/10/feminist-speculative-fiction-2018/571822/>

Globalization, Urbanization and Sexual Politics

Week 10 (Mar. 15, 2019): Urban Revitalization and the Politics of Fear

- **Kern, Leslie.** (2010). Selling the “scary city”: gendering freedom, fear and condominium development in the neoliberal city. *Social & Cultural Geography*, 11(3), 209–230.

- **Tyner, James A.** (2012). Chapter 4: “The Streets” in *Space, Place and Violence*. New York: Routledge.

Week 11 (Mar. 22, 2019): Urban Entrepreneurialism and the Body

- **Oswin, N.** (2012). The Queer Time of Creative Urbanism: Family, Futurity, and Global City Singapore. *Environment and Planning A*, 44(7): 1624–1640.

Further Reading:

- Wright, M. W. (2004). From Protests to Politics: Sex Work, Women’s Worth, and Ciudad Juárez Modernity. *Annals of the Association of American Geographers*, 94(2): 369–386.
- Muller Myrdahl, T. (2011). “Queering Creative Cities.” In *Queering Planning*, edited by Petra L. Doan, 157–68. London: Ashgate.
- Hubbard, P., & Wilkinson, E. (2015). Welcoming the World? Hospitality, Homonationalism, and the London 2012 Olympics. *Antipode*, 47(3), 598–615.

Week 12 (Mar. 29, 2019): Affective and Sexual Commodification in the city

- **Rivers-Moore, M.** (2016). Chapter 3: Selling Sex, Selling Care: Affective Labor in the Tourism Sector in *Gringo Gulch: Sex, tourism, and social mobility in Costa Rica*. The University of Chicago Press.
 - **Stout, N.M. (2014).** Tell Me You Love Me: Urban Gay Men Negotiate Commodified Sex in *After love: Queer Intimacy and Erotic Economies in Post-Soviet Cuba*

Week 13 (Apr. 5, 2019): Conclusion and Final Exam Review