Course Syllabus
PLG 211: Sex in the City
Fall 2017
ONLINE COURSE

Online Office Hours*:
Wednesdays, 2-3PM
Thursday, 4-5PM
*With a few exceptions. See calendar on d2l for updated dates/times.

Instructor: Kristina M. Currans, PhD
curransk@email.arizona.edu

CLASS DESCRIPTION

Urban areas are concentrated sites of human interaction, cultural practice, and social innovation, and therefore are prime locations in which to examine changing ideas, practices, and policies related to sex and gender. This class is designed to illuminate how gender – as an identity – and sex – as a series of public and private activities, a commodity or economic determinant, and a part of identity – shape urban communities and are themselves shaped by urban planning.

The course incorporates three sections, each looking at a group identified by gender or sex that has been marginalized in urban areas: (1) women, (2) LGBTQ communities, and (3) sex workers. We will be reading significant work from the urban planning literature, but also incorporating research from other academic fields – anthropology, geography, sociology, gender and women’s studies, and policy and government studies – and items from the popular media.

This class will challenge you to think critically about several categories, ideas, and objects that we often take as “normal” and unquestioned. This will include asking:

➢ How are cities gendered and sexualized spaces?
➢ How has urban space been defined along common binaries, including female/male, straight/queer, safe/unsafe, public/private, and rich/poor?
➢ How does urban planning shape and also respond to public perceptions of sex work?
➢ How have LGBTQ communities influenced urban growth and development?
➢ How are gender and sex factors in urban growth across the global south?

As a General Education course, the goals of this class are to encourage you to think critically about how urban planning and policy shapes specific communities and, concurrently, about how the experiences of marginalized communities shape urban areas. Many of our readings will focus on the US and the global north, but we will also briefly examine how similar topics are playing...
out in some of the rapidly growing cities of the global south and Middle East.

You do not need to have previous knowledge about urban planning to succeed in this class. To pass you will need an interest in critical inquiry, an open mind, and the ability to dedicate sufficient time to reading and course work. My goals as the instructor of this course are to encourage critical thought, to provide foundational information on topics covered, and to further develop your academic writing skills.

Course material and content: The premise and content for this course was developed previously by Sandra Rosenblum (the creator of the course) and later (and more recently) Angela Storey at University of Arizona.

ONLINE LEARNING

This course is completely online! It is very important to understand that online does not mean self-paced. That means you will have to spend time on reading and/or assignments every weekday during the course. Please read through the “Online Learning & Tech help” document to understand more about what you need to do in order to be successful as an online learner.

There are assignments due almost every week during the course on D2L in the Discussions section and the Assignment Submission section of the course. The D2L Assignment Submissions folders for homework will stop accepting assignments at 11:59 pm on the listed due date. Make sure to plan out several hours each week for coursework.

ASSIGNMENTS & GRADING

Your grade in this course is based on several different types of assignments. Explanations of each type of assignment and a grading rubric for each can be found in the “Assignments and Grades” document under “Core Course Documents” on D2L. Here is the breakdown of total points for the class:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts (10 points each x 8 posts)</td>
<td>80</td>
</tr>
<tr>
<td>Activity Write-ups (20 points each x 4 write-ups)</td>
<td>80</td>
</tr>
<tr>
<td>Papers (50 points each x 3 papers)</td>
<td>150</td>
</tr>
<tr>
<td>Midterm &amp; Final (75 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Participation Grade</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

Overall grades in this course will be given as such, with no rounding:
450-500 points = A
400-449 points = B
350-399 points = C
300-349 points = D
0-299 points = E

OFFICE HOURS

As we not be meeting in person for this class, and indeed may be in very different geographic locations, the best and only way to contact me is by email. I will attempt to respond to your email.
within 48 hours (not including weekends).

I will also be available to converse with you via the Catmail chat function. I will attempt to be available online during those times to chat about assignments or other questions, or to respond to emails.

**PAPER REWRITE**

As this is a writing intensive course, you are able to re-write the first paper, following instructor comments, for a full grade. In order for you to re-write your paper, you must schedule a time to talk with me about my comments on your paper and must make significant changes to the content of the paper in the re-write. The purpose of the re-write is to help improve your writing skills through practice, and so papers with only minor changes or additions will not be accepted.

**COURSE OUTLINE**

**Section One, Weeks 1-4 --- Topic: Women and Urban Areas – Concepts & Questions**

Week 1, August 21-27: Introduction to class
* Read through course syllabus, information sheet for online courses, and description of assignments and grading, and information on avoiding plagiarism, and watch the introductory video linked on D2L.
* Email Kristina by by 11:59 pm on Sunday to confirm that you have read the core course documents and understand expectations for the course.
* Reading 1: Fainstein & Servon 2005 – “Introduction: The Intersection of Gender and Planning” (read pages 1-9)
* Reading 2: Gratz 2011 - “Jane Jacobs and the Power of Women Planners”
* Discussion Post 1 due by 11:59 pm on Sunday. Find the prompt posted under the “Content” Section of D2L, and post your answer under “Discussions.”

Week 2, August 28-September 3: The gendering of spaces: Urban vs. Suburban
* Reading 1: LeGates & Stout – “Introduction to the Evolution of Cities”
* Reading 2: Hayden 2003 – “Building Suburbia: Chapters 1 & 2”
* Reading 3: Saegert 1980 – Masculine Cities and Feminine Suburbs”
* Video: 1957 “Crisis in Levitt Town” Discussion Post 2 due by 11:59 pm on Sunday

Week 3, September 4-11: Women’s use and concerns of urban public vs. private space
* Reading 1: Mozingo 1989 – “Women and Downtown Open Spaces”
* Reading 2: Loukaitou-Sideris 2005 – “Is it Safe to Walk Here?”
* Reading 3: Bridgman 2002 – “Housing Chronically Homeless Women” (start pg 57)
* Activity 1 due by 11:59 pm on Sunday
* Two discussion responses due by 11:59 pm on Sunday

Week 4, September 12-17
* Paper 1 due by 11:59 pm on Sunday – The Social Impact of Gendered Space
Section Two, Weeks 5-8 --- Topic: Women and Urban Areas – Practice & Policy

Week 5, September 18-24: Meeting Women’s Urban Planning Needs
* Reading 2: Rosenbloom & Herbel 2009 – “The Safety and Mobility Patterns of Older Women”
* Video: “Made Visible: Women, Children & Poverty in America” (23 min)
* Discussion Post 3 due by 11:59 pm on Sunday

Week 6, September 25-October 1: Mobility and Food Security
* Reading 1: Raja 2010 – Food Environment, Built Environment, and Women’s BMI
* Reading 2: Clifton 2004 – “Mobility Strategies and Food Shopping for Low-Income Families”
* Activity 2 due by 11:59 pm on Sunday

Week 7, October 2-8: Urban Planning, Women & Cities in the Global South
* Reading 1: UN Habitat 2004 – “Gender, Culture, and Urbanization”
* Reading 2: Watson 2009 – “‘The Planned City Sweeps the Poor Away…’: Urban Planning & 21st Century Urbanization” (pg 151-155)
* Discussion Post 4 due by 11:59 pm on Sunday
* Two discussion responses due by 11:59 pm on Sunday

Week 8, October 9-15
* Tuesday, October 10 Midterm, 3-hour exam, administered online. Must be completed by 11:59PM Tuesday! Once you begin, the timer starts and you cannot leave and start again later.

Section Three, Weeks 9-12 --- Topic: LGBTQ Neighborhoods & Communities

Week 9, October 16-22: LGBTQ Communities and Urban Space
* Reading 1: Forsyth 2001 – “Sexuality and Space: Nonconformist Populations and Planning Practice”
* Video: “The Castro” (1 hour 30 min)
* Discussion Post 6 due by 11:59 pm on Sunday
* Paper One Rewrites due (Optional) by 11:59 pm on Sunday

Week 10, October 23-29: LGBTQ Communities & Urban Planning
* Reading 1: Aldrich 2004 – “Homosexuality and the City: An Historical Overview”
* Reading 2: Kirby & Hay 1997 – “(Hetero)sexing space: Gay men & ‘Straight’ space in Adelaide, South Australia”
* Discussion Post 5 due by 11:59 pm on Sunday

Week 11, October 30 – November 5 : LGBTQ Urban Communities, Change, Gentrification &
Economic Development
* Reading 2: Doan & Higgins 2011 – “The Demise of Queer Space?”
* Two discussion responses due by 11:59 pm on Sunday
* Activity 3 due by 11:59 pm on Sunday

Week 12, November 6-12
* Paper 2 due by 11:59 pm on Sunday

Section Four, Weeks 13-16 --- Topic: Sex Workers, Sex Markets, & Municipal Regulation

Week 13, November 13-19 Introduction to Urban Sexual Economies
* Reading 1: Hubbard & Whowell 2008 – “Revisiting the Red Light District”
* Discussion Post 7 due by 11:59 pm on Sunday

Week 14, November 20-26: Planning, Law & the Development of Local Sexual Economies
* Reading 2: McKewon 2003 – “The Historical Geography of Prostitution in Perth, Western Australia”
* Discussion Post 8 due by 11:59 pm on Sunday

Week 15, November 27-December 3: Urban Policy, Law & Regulation of Sexual Commerce
* Reading 1: Kelly 2004 – “Current and Critical Legal Issues in Regulating Sexually Oriented Businesses”
* Reading 2: Hubbard, Matthews & Scoular 2008 – “Regulating Sex Work in the EU”
* Activity 4 due by 11:59 pm on Sunday
* Two discussion responses due by 11:59 pm on Sunday

Week 16, December 4-10
* Paper 3 due by 11:59 pm on Sunday

Finals Week, December 11-14 – Course Conclusions

Tuesday, December 12th
* Final Exam – 3-hour exam, administered online. Must be completed by 11:59PM Tuesday! Once you begin, the timer starts and you cannot leave and start again later.

All due on Thursday December 14 by 11:59 pm
* Fill in online course evaluation for UA (the UA will email you a link)
* Email course feedback form to Currans
Class and University Policies
Inclusive Excellence is a fundamental part of the University of Arizona’s strategic plan and culture. As part of this initiative, the institution embraces and practices diversity and inclusiveness. These values are expected, respected and welcomed in this course.

This course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

Academic Environment
According to the ABOR 5-308, Student Code of Conduct, “the aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals.”

The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

Accessibility and Accommodations:
It is the University’s goal that learning experiences be as accessible as possible. Students who need special accommodation or services should contact the Disability Resources Center, 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520) 621-9423, email: uadrc@email.arizona.edu, http://drc.arizona.edu/. You must register and request that the DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The need for accommodations must be documented by the appropriate office.

Student Code of Academic Integrity:
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Academic fraud may result in failure of the course. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/codeofacademicintegrity.

Additional Resources for Students
- U of A Non-discrimination and Anti-harassment policy: http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy
- UA Academic policies and procedures: http://catalog.arizona.edu/policies
- Student Assistance and Advocacy information: http://deanofstudents.arizona.edu/studentassistanceandadvocacy
The University of Arizona’s academic mission and code of conduct is reflected in the following statement:

“The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change, and respect for the rights of individuals. Self-discipline and a respect for the rights of others in the University community are necessary for the fulfillment of such goals.”

**Implicit and Explicit Treatment of other students**

The University of Arizona does not tolerate racist, sexist, or other biased remarks and you are expected to avoid disparaging personal remarks about other students or groups of people. Highly offensive remarks and/or repeat offense will be reported to the Dean’s Office, and students will face further disciplinary action at the discretion of the UA administration.

**Plagiarism**

Plagiarism is a serious academic offense. Plagiarism of any kind will cause you to receive a zero on your assignment, and, if extensive or repeated, will be reported to the Dean’s office and receive further consequences. Whenever you use phrasing or sentences that were not originally written by you, you must put those words inside quotation marks and give the original source.

You also must cite any work that you paraphrase. You may not copy another student’s answer, with or without citation. Since all material is submitted via D2L, a program is used to check for plagiarism on every assignment and all tests. If someone copies from your writing, you will also be held responsible for the resulting academic integrity violation.

The University Libraries have some excellent tips for avoiding plagiarism available at: [http://new.library.arizona.edu/research/citing/plagiarism](http://new.library.arizona.edu/research/citing/plagiarism).

**Professionalism:**

Faculty members as well as future employers expect graduates of University programs to be equipped with a set of skills and values. These include teamwork, analytic ability, communication, honesty, cooperation, flexibility, initiative, perseverance, social responsibility, curiosity, and respect for others. Disruptive behavior, defined and discussed here [http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting](http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting), will be addressed following the appropriate university policies.

**Confidentiality of Student Records**


**Attendance Policy:**

Students are expected to attend scheduled class meetings. I expect that you will contribute to
course discussions and engage your curiosity as a member of the class and program. The UA policy concerning Class Attendance, Participation, and Administrative Drops is available at: http://catalog.arizona.edu/2015-16/policies/classatten.htm

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that religion. The UA policy regarding absences for any sincerely held religious belief is available at http://policy.arizona.edu/human-resources/religious-accommodation-policy

Absences pre-approved by the Dean of Students will also be honored. The UA policy on absences pre-approved by the UA Dean of Students is available at: http://policy.arizona.edu/employmenthuman-resources/attendance

**Subject to Change Statement**
Information contained in this course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.