



MODULE SPECIFICATION

Part 1: Information			
Module Title	Feminist and Gender Economics		
Module Code	UMEDJA-15-3	Level	3
For implementation from	September 2018		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Business & Law	Field	Economics
Department	Accounting, Economics and Finance		
Contributes towards	BA (Hons) Economics (optional) BSc(Hons) Economics (optional) BA (Hons) Business Management with/and Economics (optional) BA (Hons) Banking and Finance (optional)		
Module type:	Standard		
Pre-requisites	N/A		
Excluded Combinations	N/A		
Co- requisites	N/A		
Module Entry requirements	N/A		

Part 2: Description
<p>This module will introduce you to the understanding of gender dynamics and inequality in the economy. By drawing on the established fields of Feminist Economics and Gender and Development (GAD), the course will provide a critical overview of economic theories, methods and policy from a gender perspective. A gender lens offers the possibility to understand the different opportunities and outcomes for women and men. You will learn about key theoretical debates as well as applied cases of international relevance.</p> <p>The first part of the module will cover theoretical issues in feminism, such as gender equality and empowerment, the care economy and division of labour. The second part will explore contemporary policy issues such as the gendered impacts of the recent financial crisis, gender dynamics in poverty, global value chains and microfinance. The course focuses on gender inequality, but also provides the opportunities to consider other forms of inequality, along the lines of race, class and nationality. It will offer you a crucial lens to critically assess how socio-economic and political systems work in a globalised world.</p> <p>You will cover the following indicative topics and themes:</p> <ul style="list-style-type: none"> • Theory of feminism and feminist economics • Instrumental approaches to gender equality and women's empowerment • Gender, the household and provision of care • Gender division of labour, production and reproduction • Gender pay gap and inequality at work • Gender, crises and austerity • Feminisation of poverty • Gender and global value chains • Gender and microfinance

This module is appropriate for you if you are a student of economics or other social sciences. Feminist and Gender Economics takes economics as a social science and draws insights on disciplines such as political economy, sociology and politics.

Part 3: Assessment

This module deploys a combination of formative and summative assessment.

Formative assessment will occur throughout the module in various forms. The workshops will allow the lecturers to interact with the students and provide continuous feedback to students. The workshops will also be crucial for the students to engage with their peers and receive peer feedback on informal activities.

Summative assessment will have two components: A) one group presentation and reflective report, and B) one written assignment. The two-tier assessment is intended to test different skills and competencies. These include:

- ability to assess economic theories and concepts from a gender perspective;
- ability to assess the gender aspects and impacts of policy;
- ability to integrate theoretical debates on gender and applications;
- ability to appraise key literature and formulate informed arguments, both through oral presentations and in writing;
- development of critical thinking on inequality along gender and other axes of power.

Component A – group presentation and reflective report (25%)

Students will work in groups to prepare a presentation on a key theoretical debate covered in the first part of the module. The main aim of the group presentation is to encourage students to reflect collectively on key conceptual and theoretical questions. The presentation will last for up to 15 minutes and will be followed by questions. Each group will be assessed based on the presentation's structure, content, and engagement with relevant literature and presentation's delivery. Topics for the group presentation will be provided to students at the beginning of the module. Each student will also be required to write a 500-word reflective report outlining how their involvement in the group presentation has contributed to their personal and professional development. The reflective report will be submitted after the presentation via Blackboard. Feedback will highlight areas of strength and for improvement. This assessment component will help students develop ability to work in groups, presentation skills and critical thinking. The group presentation will be given a group mark worth 15% of the overall mark for component A. The reflective report will be given an individual mark for each student worth 10% of the overall mark for component A.

Component B – written assignment (75%)

The assignment will be a substantive academic text of 2,500 words. This will be the most important component of summative assessment as students will be required to bring together theory and applications. Students will need to critically engage with a key theoretical debate and illustrate it with a case study, based on adequate searches and review of relevant secondary literature. This assessment component will help students identify and critically examine the links between theory and practice/policy and develop academic writing skills.

Identify final timetabled piece of assessment (component and element)	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Group presentation (15 minutes long)	60%	
2. Individual Reflective Report (500 words)	40%	
Component B Description of each element	Element weighting (as % of component)	
1. Written assignment (2,500 words)	100%	

Resit (further attendance at taught classes is not required)																										
Component A (controlled conditions) Description of each element	Element weighting (as % of component)																									
1. Individual reflective report (1,000 words)	100%																									
Component B Description of each element	Element weighting (as % of component)																									
1. Written assignment (2,500 words)	100%																									
Part 4: Learning Outcomes & KIS Data																										
Learning Outcomes	On successful completion of this module students will be able to: <ul style="list-style-type: none"> ▪ Assess economic theories and concepts from a gender perspective (Component A and B); ▪ Assess the gender impacts of economic policies (Component B); ▪ Integrate theoretical debates on gender and applications (Component B); ▪ Appraise key literature and formulate informed arguments, both through oral presentations and in writing (Component A and B); ▪ Develop critical thinking on inequality along gender and other axes of power (Component A and B). 																									
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5">Number of credits for this module</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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Reading List	<i>Reading list link</i> https://uwe.rl.talis.com/lists/BD9D0F30-DD8E-F5CA-EAA9-E4861DA46F92.html																									

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First CAP Approval Date	16 January 2018 link to RIA			
Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i>		Version	<i>2</i>	<i>Link to RIA</i>