



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Gender and Society				
Module Code	UZSNRC-30-2	Level	2	Version	3
Owning Faculty	Health and Applied Sciences	Field	Sociology and Criminology		
Contributes towards	BA (Hons) Sociology BA (Hons) Sociology and Criminology BSc (Hons) Psychology with Sociology BA (Hons) Criminology with Sociology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	

Part 2: Learning and Teaching	
Learning Outcomes	<p>At the end of the module the student will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast various sociological approaches to explaining sexual inequality and gender difference, and apply these critically in explaining specific examples (components A and B). • Understand how a focus on women's lives and standpoints has transformed traditional sociological practice and theory (components A and B). • Become aware of the racism, ethnocentrism, Eurocentrism or other structures of exclusion inherent in social analysis and be able to apply this awareness self-reflectively (components A and B). • Gather and use empirical evidence appropriately in support of an argument in a written essay or dissertation, using a standard academic style of referencing of the sources used in order to accurately indicate the origins of ideas and information (components A and B). • Demonstrate the ability to read qualitative and quantitative data and offer explanations for patterns of social inequality based on sex and gender, as well as indicating (as relevant) their possible relation to 'race'/ethnicity, class, sexuality and age (components A and B). • Think creatively about how to address problems of sexual inequality and unequal power relations between different groups of women in contemporary societies (component B).

Syllabus Outline	<p>Contemporary women's lives are vastly different from previous generations, yet there are still certain patterns of sexual inequality, gender difference and normative sexuality that continue to be reproduced. This course aims to develop students' skills in evaluating and explaining the position of women in contemporary society by considering a range of sociological and feminist explanations of gender inequality. The focus is on British society in comparative and international perspectives, with an emphasis on multiple formations of gender, class, 'race' and ethnicity. The course will analyse power relations among women (differentiated by age, class, 'race', ethnicity and nationality), as well as between men and women.</p> <p>Students will have the opportunity to learn skills in reading, analysing and critically evaluating sociological theories of gender inequality. They will be able to practice formulating their own sociological questions about women in society. Students will also develop their skills in group work and oral presentation. The ultimate aim is for them to develop their own vision of a sociological approach that would be relevant to women's lives today and to advancing feminist social change.</p> <p>Some topics to be covered are:</p> <ul style="list-style-type: none"> • Do we (still) live in a patriarchal society? • Home and Domestic Bliss • Is dieting a form of bodily discipline? • Performing gender - are we all in drag? • Intersex: Science, Biologies and Gendered Bodies • Pornography: Is sexuality liberating or constraining to women? • Sexual citizenship • Reproducing the Nation • Militarism and Global Gender Politics
Contact Hours	There are 3 hours per week contact hours on this module comprising a 1 hour lecture, a 1 hour seminar/workshop and 1 hour for group work/reading.
Teaching and Learning Methods	<p>Class time will be divided equally between lectures, discussion and group work. Time will be given for students to input their own ideas on topics covered, ask questions and receive clarification and support from the lecturer. The lecturer will also be available to students for one-to-one consultation. Students will be encouraged to source information from, and deploy various electronic resources such as internet, video and social science databases available through the UWE library. Teaching and learning are supported by Blackboard which provides on-line and remote access to teaching and learning resources and a platform for student assessment and feedback.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>

Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="424 349 1406 696"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">30</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;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2">Total assessment of the module:</td> </tr> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">40%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	60%	Practical exam assessment percentage	40%		100%
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Online Reading List	Indicative reading list can be found here .																																			

Part 3: Assessment

Assessment Strategy	<p>An important part of participation and formative assessment in this course is to learn to work with others. During the first term, students will be asked to form small groups of no more than 4 students, in which they will work together during some of the lectures and classes. There will be a special 'Group work Weeks' around mid-term of the second term in which they will be asked to choose a topic together to develop into a group presentation. At the end of the course, we will devote the last session to the presentations, where each group will do a short visual-oral presentation of a theme covered by the course. This presentation could take one of many forms: poster, web page, slide show, video ... Students will be expected to creatively link at least two blocks of the course under a heading of their choice (eg the body, sexuality,</p>
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	<p>growing up girl, disciplines, (Inter)national politics, etc). This assignment is an integral part of the formative assessment for the course.</p> <p>Also, there will be a total of 2 reflective essays of 1000 words each, comprising an overall portfolio, both reflecting on Sociology of Gender and the students' own relationship to these ideas and their own transformations in thinking around the ideas of the module.</p> <p>The resit assignment will comprise a 2000 word essay (as opposed to a portfolio, as the portfolio was intended as a formative assignment that related to the learning in class each week.) This essay will demonstrate engagement with the literature and topics offered on the module. There will also be a 10 minute individual presentation offered as a resit.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A: 40	B: 60
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Group Presentation (20 minutes)	100	
Component B Description of each element		
2 x reflective pieces of 1000 words each		100

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 10 minute individual presentation	100	
Component B Description of each element		
1. Essay (2000 Words)		100
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		

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First CAP Approval Date	28/3/2014			
Revision ASQC Approval Date	30/5/2018	Version	3	RIA 12616