



ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Gender and Society | | | | |
| Module Code | UZSNRC-30-2 | Level | 2 | Version | 1.1 |
| 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 | N/A | |
| Valid From | September 2014 | | Valid to | September 2020 | |

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| CAP Approval Date | 28/03/2014 |
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| Part 2: Learning and Teaching | |
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| 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 |

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| | 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 | 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.

| Key Information Set - Module data | | | | |
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| <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 |

The table below indicates as a percentage the total assessment of the module which constitutes a -

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

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:

| Total assessment of the module: | |
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| Written exam assessment percentage | 70% |
| Coursework assessment percentage | 15% |
| Practical exam assessment percentage | 15% |
| | 100% |

Reading Strategy

Core readings

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.

Further readings

All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills

Students are expected to be able to identify and retrieve appropriate reading.

This module offers an opportunity to further develop information skills introduced

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| | <p>at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p> |
| Indicative Reading List | <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Ahmed, S., Castañeda, C. Fortier, A.M. and Sheller, M. eds. (2003) <i>Uprootings/Regroundings: questions of home and migration</i>. Oxford: Berg.</p> <p>Chafetz, J.S. ed.(2006) <i>Handbook of the Sociology of Gender</i>. [online] London: Springer [accessed 14 March 2014].</p> <p>Crawford, E.(2001) <i>The Women's Suffrage Movement: A reference guide, 1866-1928.</i>, London: Routledge.</p> <p>Ehrenreich, B.and Hochschild, A.eds.(2003) <i>Global Woman: Nannies, Maids and Sex Workers in the New Economy</i>. London: Granta Books.</p> <p>Foucault, M. (1977) <i>Discipline and Punish: The Birth of the Prison</i>.London: Allen Lane.</p> <p>Levy, A. (2005) <i>Female Chauvanist Pigs: Women and the Rise of Raunch Culture</i>. London: Simon & Schuster Ltd.</p> <p>McMahon, A. (1999) Having a Wife: The division of labour and male right.In McMahon, A. (1999) <i>Taking Care of Men: Sexual politics in the public mind.</i>, Cambridge: Cambridge University Press.</p> <p>Bordo, S. (1993) Reading the Slender Body. In Bordo. S. (1993) <i>Unbearable Weight: Feminism, Western Culture and the Body</i>, [online]. California: University of California Press. pp 185 – 212. [accessed 14 March 2014].</p> |

Part 3: Assessment

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| 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. Then, in the second term there will be a special 'Group work Week' around mid-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, growing up girl, disciplines, (Inter)national politics, etc). This assignment is an integral part of the formative assessment for the course.</p> |
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| Identify final assessment component and element | | | | | |
| % weighting between components A and B (Standard modules only) | <table border="1"> <tr> <td>A:</td> <td>B:</td> </tr> <tr> <td>30</td> <td>70</td> </tr> </table> | A: | B: | 30 | 70 |
| A: | B: | | | | |
| 30 | 70 | | | | |

| First Sit | |
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| Component A (controlled conditions) Description of each element | Element weighting (as % of component) |
| 1. Group Presentation (30 minutes) | 100 |
| 2.(etc) | |
| Component B Description of each element | Element weighting (as % of component) |
| 1. Essay (2500 words) | 75 |
| 2. Reflexive Report on Presentation (1500 words) | 25 |

| Resit (further attendance at taught classes is not required) | |
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| Component A (controlled conditions) Description of each element | Element weighting (as % of component) |
| 1. 2 Hour Unseen Examination | 100 |
| 2.(etc) | |
| Component B Description of each element | Element weighting (as % of component) |
| 1. Essay (4000 Words) | 100 |
| 2.(etc) | |
| 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. | |