

ACADEMIC SERVICES


MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Constructing Gender in Society | | | | |
| Module Code | USPKJQ-15-3 | | Level | 3 | Version 1 |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | WBL module? | No |
| Owning Faculty | Health and Applied Sciences | | Field | Psychology | |
| Department | Health and Social Sciences | | Module Type | Standard | |
| Contributes towards | BSc (Hons) Psychology BSc (Hons) Psychology with Criminology BSc (Hons) Psychology with Sociology BSc (Hons) Psychology with Law BSc (Hons) Criminology with Psychology BSc (Hons) Sociology with Psychology BSc (Hons) Law with Psychology | | | | |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | None | |
| First CAP Approval Date | 2 February 2016 | | Valid from | September 2016 | |
| Revision CAP Approval Date | | | Valid from | | |

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| Review Date | |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a critical understanding of how academic and cultural knowledge of genders and sexualities have changed historically and vary across different social and cultural contexts (components A & B) • Critically evaluate different theoretical and methodological traditions in studying genders and sexualities (component A) • Critically evaluate the significances of contemporary and historical cultural representations of genders and sexualities (component B) • Critically discuss the politics of knowledge of genders and sexualities (components A & B) • Draw on a range of literature within and beyond Psychology to produce contextualised analyses of sexualised and gendered identities and practices (components A & B) |
| Syllabus Outline | <p><i>The module takes a critical, social constructionist approach to explore a range of issues and topics pertaining to gender and sexuality. These will include critical evaluation of different contemporary and historical approaches to theorising and researching genders and sexualities within and beyond psychology as well as exploration of cultural representations and knowledge of gender and sexuality and of</i></p> |

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| | <p><i>specific gendered and sexualised subjectivities and practices. Teaching sessions will typically include topics such as examination of the politics of historical and contemporary approaches to gender and sexuality; contemporary constructions of masculinities and femininities, representations of genders and sexualities in popular culture; gendered and sexual embodiment, motherhood and maternal bodies, gendered body ideals and body management; LGBTQ identities and practices, heterosexuality, transgender and intersex.</i></p> <p><i>Through completion of this module, students will demonstrate qualities and transferable skills necessary for employment. These will not be formally assessed but will include the ability to:</i></p> <ul style="list-style-type: none"> • <i>Retrieve and organise information from different sources</i> • <i>Make critical judgements and evaluations to gain different perspectives on a question.</i> • <i>Communicate effectively both verbally and in writing</i> • <i>Understand and analyse cultural norms and media representations (of gender and sexuality)</i> • <i>Be computer literate</i> |
| Contact Hours | <p>As a 15-credit module this module assumes 150 hours of study on the part of the student.</p> <p>Scheduled learning will be approximately 36 hours and will be delivered in several forms including lectures, seminars and workshop activities.</p> <p>Independent learning – Students are expected to spend 114 hours on independent learning tasks and preparation of assessments.</p> |
| Teaching and Learning Methods | <p>A variety of approaches will be used with the aim of maximising the active engagement of students. These will include interactive lectures, seminars, workshops and small group activities, guided reading and screenings and discussions of films and/or television programmes.</p> <p>Independent learning: Students will be expected to engage in substantial and focused independent work in this module. This will potentially include hours engaged with: essential and further reading, assignment preparation and completion.</p> <p>Scheduled learning: The module will be delivered using a combination of interactive lectures combined with workshops, seminars, screenings and discussion of films. Lectures will be used to introduce main concepts and to guide and inform student centred learning while workshops and seminars will provide students the opportunity to discuss issues in-depth.</p> <p>TEL: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them as appropriate and useful for the module learning</p> |

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| Key Information Sets Information | Key Information Set - Module data | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Number of credits for this module | | | | | 15 | | | | | | | | | | | | | | | | | | | | | | | |
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| | 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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| | The table below indicates as a percentage the total assessment of the module which constitutes a - | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Written Exam: Written exam (1 hour) Coursework: Critical analysis of media representation of gender and/or sexuality (1500 words) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table><tr><td colspan="2">Total assessment of the module:</td><td></td><td></td></tr><tr><td colspan="2"></td><td></td><td></td></tr><tr><td colspan="2">Written exam assessment percentage</td><td colspan="2">40%</td></tr><tr><td colspan="2">Coursework assessment percentage</td><td colspan="2">60%</td></tr><tr><td colspan="2">Practical exam assessment percentage</td><td colspan="2">0%</td></tr><tr><td colspan="2"></td><td colspan="2">100%</td></tr></table> | | | | | | Total assessment of the module: | | | | | | | | Written exam assessment percentage | | 40% | | Coursework assessment percentage | | 60% | | Practical exam assessment percentage | | 0% | | | | 100% | |
| Total assessment of the module: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Written exam assessment percentage | | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Coursework assessment percentage | | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Practical exam assessment percentage | | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Strategy | <p>Core readings: It is essential that students read at least one of the many texts on gender and sexuality available through the Library. Module guides will also reflect the range of reading to be carried out. Key readings for individual sessions will be available via blackboard.</p> <p>Further readings: Lists of further readings associated with individual sessions will be available through blackboard. Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>Access and skills: The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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>Indicative reading list: 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. However, as indicated above, <i>current</i> advice on readings will be available via the module guide.</p> <p>Butler, J. (2006) <i>Gender trouble: Feminism and the subversion of identity</i>. New York: Routledge.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Clarke, V. Ellis, S., Peel, E. and Riggs, D. (2010) <i>Lesbian, gay, bisexual, trans and queer psychology: An introduction</i>. Cambridge: Cambridge University Press.</p> <p>Foucault, M. (1978) <i>The history of sexuality, Vol. I</i>. (Translated from the French by R. Hurley). New York: Vintage Books.</p> <p>Malson, H. and Burns, M. (2009) <i>Critical feminist approaches to eating dis/orders</i>, London: Routledge.</p> <p>Potts, A. (2002) <i>The science/fiction of sex</i>. London, Routledge.</p> <p>Relevant Journals include: <i>Feminism & Psychology</i>, <i>GLQ: A Journal of Lesbian and Gay Studies</i>, <i>Gender & Society</i>,</p> |
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| Part 3: Assessment | |
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| Assessment Strategy | <p>The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the module's Learning Outcomes are attained. Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom.</p> <p>The Controlled Conditions component of the assessment (Component A) comprises a single unseen 1-hour exam. The exam questions will be designed to assess both the breadth and depth of the students' subject knowledge and understanding.</p> <p>The Coursework component of the assessment (component B) comprises a critical analysis of a media representation of gender and/or sexuality (max 1500 words).</p> <p>Students will have access to a range of past exam questions and formative feedback relating to Component A will be provided through discussion of relevant topics and questions. Students will have the opportunity for formative feedback on Component B through discussion of their preparation of their coursework in workshops.</p> <p>Assessment criteria will be made available to the students in the module guide at the start of the module.</p> |

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| Identify final assessment component and element | Component B | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 40 | 60 |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Exam (1 hour) | 100 | |
| 2.(etc) | | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. Coursework: critical analysis of media representation of gender and/or sexuality (1500 words) | 100 | |

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| 2.(etc) | |
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| 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. Exam (1 hour) | 100 |
| 2.(etc) | |
| Component B Description of each element | Element weighting (as % of component) |
| 1. Coursework: critical analysis of media representation of gender and/or sexuality (1500 words) | 100 |
| 2.(etc) | |
| If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences. | |