



## **Module Specification**

### **Gender, Sexuality, Feminism**

Version: 2023-24, v4.0, 29 Jun 2023

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>4</b>
<b>Part 5: Contributes towards .....</b>	<b>6</b>

## Part 1: Information

**Module title:** Gender, Sexuality, Feminism

**Module code:** UZRSYR-15-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Health & Applied Sciences

**Department:** HAS Dept of Social Sciences

**Partner institutions:** None

**Field:** Philosophy

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** The module covers debates in feminist philosophy, focusing on issues about gender, gendered justice (including economic, political and epistemic injustice and bias) and emancipation.

**Features:** Not applicable

**Educational aims:** The aims of this module are to:

Provide a deeper understanding of gender.

Offer a detailed analysis of gendered injustice and how that interacts with other forms of injustice.

Stimulate thought and discussion about the nature, scope and aim of emancipation.

**Outline syllabus:** This module will typically cover:

Issues around care and Marxist feminism.

Questions about our understanding of gender and its implication for feminist activism and questions of justice.

Issues surrounding different areas of gendered injustice and their interaction with other forms of injustice and oppression

Questions about the nature, aims and scope of emancipation

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** The module will employ a combination of lectures, seminars, and workshops. Our pedagogy is interactive, discussion-based, and student-facing. Students are an active part of the learning process, and will be asked to contribute ideas, questions, and critical standpoints. The learning environment is designed to promote peer-to-peer support and exchange.

While teaching and learning will be predominantly classroom based, appropriate use will be made of online resources and learning environments.

The content of the module would be appropriate for the use of live briefs.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Demonstrate a critical knowledge of the key philosophers, issues and ideas within feminist philosophy

**MO2** Clearly present, critique and communicate central arguments within feminist philosophy both verbally and in writing

**MO3** Critically examine material in feminist philosophy using a range of logical and analytical skills

**MO4** Demonstrate a critical awareness of the ways in which feminist philosophy has influenced key conceptions and theories in other areas, e.g. notions of justice, equality and autonomy

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 117 hours

Face-to-face learning = 33 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzrsyr-15-2.html) via the following link <https://uwe.rl.talis.com/modules/uzrsyr-15-2.html>

## **Part 4: Assessment**

**Assessment strategy:** Assessment for this module is as follows:

Assessment: a portfolio (100%), which will typically include the following tasks: writing a 2,000-word assignment; delivering an in-class presentation; completing weekly tasks.

Rationale: written assignments will allow students to elaborate complex arguments about specific research questions, which will have to be agreed in advance with the teaching team. In-class presentations will allow students to work out their ideas and collect feedback from the lecturer as well as from their peers. Weekly tasks (e.g.,

discussion boards) will help maintain a high student engagement throughout the course.

The various components of the portfolio will be interlinked in order to avoid over-assessment. For instance, in-class presentations will be conducive to the completion of written assignments.

In the resit, any portfolio tasks that relied on in class or weekly elements will be replicated as closely as possible (e.g. replacement of in-class presentation with recorded presentation) to ensure that students in the resit run are developing and evidencing the same skills as students in the first sit.

Formative assessment will be undertaken within lectorial and seminar/workshop sessions.

### **Assessment tasks:**

#### **Portfolio (First Sit)**

Description: A portfolio, which will typically includes the following components:

Written Assignment (2,000 words); presentation; tasks.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

#### **Portfolio (Resit)**

Description: A portfolio, which will typically includes the following components:

Written Assignment (2,000 words); presentation; tasks.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Philosophy [Sep][FT][Frenchay][3yrs] BA (Hons) 2022-23

Philosophy [Sep][FT][Frenchay][3yrs] - Withdrawn BA (Hons) 2022-23

Philosophy [Sep][SW][Frenchay][4yrs] BA (Hons) 2022-23

Philosophy [Sep][SW][Frenchay][4yrs] - Withdrawn BA (Hons) 2022-23

Philosophy [Frenchay] BA (Hons) 2022-23

Philosophy {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-22

Philosophy {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2021-22

Philosophy [Sep][PT][Frenchay][6yrs] BA (Hons) 2021-22

Philosophy [Sep][PT][Frenchay][6yrs] BA (Hons) 2020-21