Module Specification

Critical Praxis: Feminist, Queer, and Decolonial Philosophies

Version: 2027-28, v1.0, Approved

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Part 1: Information

Module title: Critical Praxis: Feminist, Queer, and Decolonial Philosophies

Module code: UZRYQ6-30-2

Level: Level 5

For implementation from: 2027-28

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School 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 explores questions relating to intersectional (in)justice, oppression and resistance, and marginalised epistemologies, through feminist, queer, and decolonial philosophies.

Features: Not applicable

Educational aims: The aims of this module are to:

Introduce theoretical approaches to understanding gender, sexuality, racialisation, and coloniality as well as related analyses of oppression, injustice, and liberatory politics

Contextualise feminist, queer, and decolonial critiques in relation to canonical philosophical ideas

Outline syllabus: This module will typically cover topics such as: questions about theorising gender, sex, and sexuality (including performativity and essentialism) and their implications for activism; approaches to justice and intersectionality; gendered and racialised injustices and their interaction with other forms of oppression; questions about the nature, aims, and scope of decolonial emancipation; trans philosophies of selfhood and gender; decolonial criticisms of European approaches to moral thought and decolonial theory; global inequalities, oppressions, conflicts, and crises.

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.

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

MO1 Demonstrate a critical knowledge of the key thinkers, issues, and ideas within feminist, queer, and decolonial philosophy

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

MO3 Reconstruct and critically assess in positions in feminist, queer, and decolonial philosophy using a range of logical and analytical skills

MO4 Develop transferable skills in the presentation and analysis of arguments

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link

Part 4: Assessment

Assessment strategy: Summative Assessments:

Assessment Task 1: Choice of assessment, either a written piece of 2500 words (maximum) or a presentation of 10 minutes (maximum).

Assessment Task 2: Choice of assessment, either a written piece of 2500 words (maximum) or a presentation of 10 minutes (maximum).

Students must complete one written piece and one presentation across the year, but may choose whether to undertake the written piece or presentation first.

Rationale:

This approach supports student choice and student ownership of the learning journey, whilst addressing all module learning outcomes. RAs will be supported where relevant.

The inclusion of a written component will allow students to demonstrate skills in written communication, philosophical analysis, interpretation of philosophical texts,

and the reconstruction of, and critical engagement with, arguments.

The presentation will demonstrate students' ability to communicate philosophical ideas using a combination of subject specific and transferable skills. The assessment also develops students' ability to speak and respond in live circumstances -- something that has been highlighted as an important skill in previous feedback from students.

Assessment tasks:

Choice of Assessment (First Sit)
Description: Choice of 2500 word (maximum) written assignment or 10-minute (maximum) presentation
Weighting: 50 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Choice of Assessment (First Sit)
Description: Choice of 2500 word (maximum) written assignment or 10-minute (maximum) presentation
Weighting: 50 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Choice of Assessment (Resit)
Description: Choice of 2500 word (maximum) written assignment or 10-minute (maximum) presentation
Weighting: 50 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Choice of Assessment (Resit)
Description: Choice of 2500 word (maximum) written assignment or 10-minute (maximum) presentation
Weighting: 50 %
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 {Foundation}[Frenchay] BA (Hons) 2025-26

Philosophy [Frenchay] BA (Hons) 2026-27

Philosophy {Foundation}[Frenchay] BA (Hons) 2025-26

Philosophy [Frenchay] BA (Hons) 2026-27