Title of Module: Gender in Society			
Code: SOCY09029	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	I Rafanell		

Summary of Module

This module introduces theoretical and substantive material to examine the emergence and development of sex and gender categories and social dynamics. It amalgamates different schools of thought, such as history, anthropology and sociology to examine the nature of gender identity and gender dynamics.

The first part of the course explores the biological, social and political dimensions of the binary distinction between sex and gender identities. The general aim of this first part of the course is to prepare the ground to analyse different theoretical and substantive issues related to gender dynamics and gender inequality.

The second part examines different schools of feminist thought and their impact in both academic and social environments.

The third part focuses on specific empirically oriented topics aimed at contextualizing gender studies within contemporary society with the aim to provide a context suitable to examine the personal, political and social implications of a sociology of gender. Issues around class inequality, masculinity studies, domestic division of labour and media representations of masculinity and femininity are core to this part of the course.

The general aim of the module is to highlight the general significance of gender as an important field not only for academic analysis but for general social and political debates in relation to social difference, hierarchy and inequality. The module is interdisciplinary in that it draws from research and knowledge from Anthropology, History, Sociology and Social Policy. It is global in nature by providing research and case studies of an international dimension.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓			

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to: L1. Demonstrate a broad knowledge and critical understanding with major strands of theories about sex and gender in contemporary society. L2. Engage in constructive critical appraisal of the major theoretical traditions within sociological thought in relation to gender dynamics. L3. Assess, in the light of these theories, the effects and assumptions about sex and gender in specific areas of social and political life. L4. Develop sociological critical skills by connecting apparently impersonal theoretical analysis to aspects of personal life and lived experiences. L5. Develop the capacity and skills to explore, in written work, group discussion and oral presentation the relationship between theoretical analysis and substantive issues.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 9. Understanding current narratives of the nature/culture debate in relation to gender issues. Gaining a broad knowledge and understanding of the significance of gender identity, dynamics and impact on social life; develop an understanding of the conventional and historical emergence of gender identity and practices; develop analysis and the development of awareness of the social construction of gender identities and practices. Evaluating the scope and usefulness of different analytical perspectives and their explanation of individual and collective behaviour in particular in relation to gender dynamics in society

Practice: Applied Knowledge and Understanding	SCQF Level 9. Awareness and understanding of the impact of gender studies on social policies aimed at equal civil rights and opportunities among genders. Interpreting, explaining, critically analyse and debate complex theoretical terms and ideas. Developing and presenting a coherent analysis of the arguments, explanations and prescriptions of major sociological views of a topic relevant to many areas of social policy and teaching practices. Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources.
Generic Cognitive skills	SCQF Level 9. Giving coherent and reasoned arguments and opinions, identifying the strengths and weaknesses of different substantial topics and theoretical analysis. Evaluate, criticize and debate, in oral and written form, specific theoretical position and analytical arguments relevant to the discipline. Become familiar with, adopt and use academic and conceptual terminology useful and transferable to a variety of different academic disciplines and jobs.
Communication, ICT and Numeracy Skills	SCQF Level 9. Communicating effectively and appropriately in speech and writing. Interpreting complex theoretical and substantial data and material. To present documents in an appropriate form.
Autonomy, Accountability and Working with others	SCQF Level 9. Developing an independent capacity of learning, retrieving information from library resources, electronic resources and tutoring facilities. Developing an independent responsibility for personal time management, learning needs and dynamics, addressing their own needs and strengths and demanding support when necessary. Working effectively in groups or teams, developing an awareness of the importance of mutual support and cooperation with others.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching

Student contact will primarily take place through a series of lectures and seminars. A key focus will be placed on the encouragement of students to develop reading, writing and analytical skills through engagement with a variety of sources and academic texts relating to the sociology of gender. These skills will be developed through the research for and production of the written work required for the essay and exam assessments. There will be a requirement for independent study in terms of tutorial preparation and assessment, research and production. This is identified in the suggested notional hours attached.

The production of an essay will enable students to enhance and demonstrate their skills in research, writing and referencing and develop their potential to work autonomously. The exam will develop students' approach to research, preparation and production of reasoned argument and develop the skill of developing a pool of knowledge for future academic engagement.

This module is supported by an online teaching and learning approach. This will involve pre-recorded lectures, two hour seminars, and a highly-developed online Virtual Learning Environment on Aula.

This module supports the development and achievement of graduate attributes, employability, transferable skills and lifelong learning and citizenship competencies by:

• Providing opportunities for students to develop imaginative and critical thinking and problem solving.
• Providing the bases to becoming an active global citizen by exploring contemporary research areas.
• Encouraging students to develop creative and enterprising team player and group working capabilities.
• Encourage an engaged and participative team member by collaborative activities and collective debate and communicate knowledge to the public.
• Providing students to develop interpersonal skills of responsibility and sensitivity and personal reflexivity.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Fausto-Sterling, A.F. (2012) Sex/Gender. Biology in a Social World. New York: Routledge.

Jackson, S. & Scott, S. (2002) Gender: A Sociological Reader. London: Routledge

Kimmel, M.S. & Aronson, A (2013) The Gendered Society Reader. USA: Oxford University Press

Laqueur (1990) Making Sex: Body and Gender from the Greeks to Freud. Harvard University Press

Oakley, A. (2015) Sex, Gender and Society. London: Routledge

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements
In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: **Academic engagement procedure** Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: All fulltime students (part-tie and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-andregulations/regulatory-framework/

Supplemental Information

Programme Board	Social Sciences
Assessment Results (Pass/Fail)	No
Subject Panel	UG Social Sciences
Moderator	C MacLean
External Examiner	R Ryder
Accreditation Details	
Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Essay (40%)
24 hour open-book test (60%)
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓			✓	40	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)			✓	✓	✓	60	0
Combined Total For All Components						100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)