

University of the West of Scotland

Module Descriptor

Session: 2024-25

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:	Irene Rafanell		
Summary of Module			
<p>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.</p> <p>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.</p> <p>The second part examines different schools of feminist thought and their impact in both academic and social environments.</p> <p>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.</p> <p>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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Face-To-Face Use of traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.					

Blended

The module involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. It includes a combination of face-to-face, online and blended teaching practice to manage student expectations.

HybridC

Combines use of online material with mandatory face-to-face teaching/learning on campus

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) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end 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:
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Knowledge and Understanding (K and U)	<p>SCQF Level 9</p> <p>Understanding current narratives of the nature/culture debate in relation to gender issues.</p> <p>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.</p> <p>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</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>Awareness and understanding of the impact of gender studies on social policies aimed at equal civil rights and opportunities among genders.</p> <p>Interpreting, explaining, critically analyse and debate complex theoretical terms and ideas.</p> <p>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.</p> <p>Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources.</p>
Generic Cognitive skills	<p>SCQF Level 9</p> <p>Giving coherent and reasoned arguments and opinions, identifying the strengths and weaknesses of different substantial topics and theoretical analysis.</p> <p>Evaluate, criticize and debate, in oral and written form, specific theoretical position and analytical arguments relevant to the discipline.</p> <p>Become familiar with, adopt and use academic and conceptual terminology useful and transferable to a variety of different academic disciplines and jobs.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Communicating effectively and appropriately in speech and writing.</p> <p>Interpreting complex theoretical and substantial data and material.</p> <p>To present documents in an appropriate form.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 9.</p> <p>Developing an independent capacity of learning, retrieving information from library resources, electronic resources and tutoring facilities.</p> <p>Developing an independent responsibility for personal time</p>

	<p>management, learning needs and dynamics, addressing their own needs and strengths and demanding support when necessary.</p> <p>Working effectively in groups or teams, developing an awareness of the importance of mutual support and cooperation with others.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

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.

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

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	18

Tutorial/Synchronous Support Activity	18
Independent Study	164
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Fausto-Sterling, A.F. (2012) Sex/Gender. Biology in a Social World. New York: Routledge.</p> <p>Jackson, S. & Scott, S. (2002) Gender: A Sociological Reader. London: Routledge</p> <p>Kimmel, M.S. & Aronson, A (2013) The Gendered Society Reader. USA: Oxford University Press</p> <p>Laqueur (1990) Making Sex: Body and Gender from the Greeks to Freud. Harvard University Press</p> <p>Oakley, A. (2015) Sex, Gender and Society. London: Routledge</p>	
<p>(*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)</p>	
Attendance and Engagement Requirements	
<p>In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>All fulltime students (part-time 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.</p> <p>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:</p> <p>http://www.uws.ac.uk/current-students/rights-andregulations/regulatory-framework/</p>	
Equality and Diversity	
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p>	

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

This module abides to all the Equality and Diversity requirements for students and will take advice and implement all the requirements specified by the Disability Support Unit.

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

Supplemental Information

Divisional Programme Board	Social Sciences
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG Social Sciences
Moderator	Chloe MacLean
External Examiner	Rachel Ryder
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

The assessment regime of the module is based on an **essay** (40% of overall mark) and an **open-book class test/essay** (60% of overall mark). Detailed and specific guidance for the open-book class test is posted on Aula.

Students must complete both the essay and class test and have an overall mark of 40% or more to pass this course. The MUST pass is 30%. This means that if you get less than 30% in one of the assessments you will have to resit this component – even in the case that you get an average of 40% between the two.

Assessment 1: Written Assignment Essay format: **The essay count should be of a length of 1200 words** – you are permitted to go over or below the word count by 10%

Assessment 2 – Online Open Book Test/Essay – consisting in responding to two of 4 questions

(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 Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

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
Written 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

Component 3							
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
Open Class Test/essay			✓	✓	✓	70	0
Combined Total for All Components						100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)