



**London
South Bank
University**

Module Guide

Gender, Sexualities and Society

DSS_5_GSS



Division of Social Sciences

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Lecture: Monday 10.00-12.00, Room K2-V708

Seminar: Monday 12.00-1.00, Room K2-V708 and 1.00-2.00, Room K2-V504

WEEK	TOPIC
1	Introduction to the Module. Gender and Sexuality: An Overview of Key Concepts and Theories
2	Feminist Theories: the Second Wave and Beyond
3	Theorising Sexuality
4	Intersectionality and Critiques of Race, Sexuality, Class and Nation
5	Self -directed Study Week
6	Gender, Masculinities and Femininities
7	Queer Theory
8	Beyond the Gender Binary
9	Gender and Politics
10	Tutorial Week Essay Plan
11	Gender and Media
12	Overview Preparation for Assignment 2

1. MODULE DETAILS

Module Title:	Gender, Sexualities and Society
Module Level:	5
Module Reference Number:	DSS_5_GSS
Credit Value:	20
Student Study Hours:	200
Contact Hours:	45
Private Study Hours:	155
Pre-requisite Learning (If applicable):	Level 4 Modules
Co-requisite Modules (If applicable):	None
Course(s):	BSc (Hons) Sociology
Year and Semester	2019-20, Semester 1
Module Coordinator:	Rebecca Gordon
MC Contact Details (Tel, Email, Room)	gordor14@lsbu.ac.uk ; rg504@cam.ac.uk
Teaching Team & Contact Details (If applicable):	Dr Shaminder Takhar; 020 7815 5748; takhars@lsbu.ac.uk
Subject Area:	Sociology
Summary of Assessment Method:	Essay (2500 words)
External Examiner appointed for module:	Dr Gary Hazeldine, Birmingham City University.

2. SHORT DESCRIPTION

This module focuses on sociological understandings of the related concepts, gender and sexuality. It offers comprehensive theoretical overviews of gender and sexuality. It challenges the binary distinction of gender construction by exploring alternatives such as transgender and gender fluidity. The module explores the intersections of gender and sexuality with race, ethnicity, social class and geographic location and how they can reproduce inequalities. An in-depth approach to the study of gender and sexuality is provided by covering the following areas: masculinities, femininities, bodies and sexualities: homosexuality, heterosexuality, bisexuality and their historical, cultural, social and political dimensions.

3. AIMS OF THE MODULE

The module aims to:

- Introduce students to the sociology of gender and sexuality
- Provide an overview of the main theoretical frameworks that have been developed to analyse gender and sexuality
- Enable student understanding of how gender and sexuality intersect with race, ethnicity, social class and geographical location
- Develop a critical synthesis of these ideas and their relevance to contemporary social and political processes

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

On successful completion of the Module, students should be able to demonstrate:

- knowledge of a range of theoretical tools to understand the relationship between gender and sexuality;
- understanding of the complexity associated with gendered and sexualised identities in contemporary society;

4.2 Intellectual Skills

Successful completion of this Module will have developed students' critical skills:

- to understand contemporary settings or contexts of complex social issues related to gender and sexuality;
- to distinguish between popular and intellectual understandings of gender and sexuality.

5. ASSESSMENT OF THE MODULE

The Module is assessed by:

Formative assessment:

Essay plan to be completed by Week 9. Bring for discussion in Weeks 10 and 12.

Summative assessment:

Essay of 2500 words (100%): Deadline is Friday 10th January 2020.

Please note that to pass the module an overall mark of 40% is required.

Marks will be deducted for late submission or for exceeding the word limit.

Note that you are required to **submit your essay in Arial 12pt**. Please bring your essay plan in the same format.

For a more general outline of assessment issues and marking criteria please see the DSS Course Guide.

Penalties for going over the word limit:

Over 10% over word length - deduct 5 marks.

Over 20% over word length - deduct 8 marks.

Over 25% over word length - deduct 10 marks.

Over 50% over word length - deduct 20 marks.

ASSESSMENT BRIEF

Your Assessment Brief includes your submission deadlines and the date by which you will receive feedback.

Your Assessment Brief will include the marking criteria that will be used to assess your work

The feedback you receive on your assessment will use these criteria and will help you to improve your performance in future assessments.

For further information regarding assessment in this course, please see your Course Handbook on Moodle. This contains detailed information regarding assessment including an explanation of

the procedures to be followed if an assessment deadline is missed, as well as how to make an application for extenuating circumstances.

Essay Writing Guidelines

Plagiarism

All essays must also be submitted to TURNITIN after you hand in your essay. You are encouraged to submit a draft copy of your essay to the draft TURNITIN site and to review the originality report and revise your essay as necessary. Large chunks of text which are the same as text produced elsewhere will be treated as plagiarism and will have serious consequences for your marks and degree performance. Writing in your own words is a key requirement for students' work.

Plagiarism is the act of taking the words or ideas of others and passing them off as your own. In many cases plagiarism takes the form of copying from books and articles without full and accurate acknowledgement of sources. This can happen unintentionally when you use notes taken from a book/journal article and put them directly into your essay without properly attributing the source. Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations to deal with it if it is discovered. You will find a summary of the University regulations & procedures governing plagiarism in your Student Handbook. You must read this carefully.

Referencing & Bibliography

All essays must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the essay. The Harvard System (also called the Author - Date System) is one of several available methods of referencing and is the preferred choice of most departments in the University. The help sheet covers the referencing of many different types of material, both printed and electronic. You are required to consult and use this help to accurately reference in your essays. The extensive 25 page help sheet outlines the different types of material you will use in your essays and can be found using the first link below (A). The second link (B) is the Harvard referencing workbook and the third (C) is a helpful video provided by the Media Library. **Please note: you may not be able to go directly to the links from this document and if so you will need to cut and past the links into the URL.**

<https://my.lsbu.ac.uk/my/wcm/myconnect/9c19919b-d27d-430e-b821-0e71bcecae22/harvard-referencing-helpsheet.pdf?MOD=AJPERES>

<https://my.lsbu.ac.uk/my/wcm/myconnect/926ecab8-9ea3-452e-99a8-ea54c7e9bdfd/General+Harvard+Referencing+Workbook+2014-2015.pdf?MOD=AJPERES>

<https://hml.lsbu.ac.uk/Play/934>

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) "The Second World War and the Welfare State in Britain: sociological interpretations of historical development", in L. Jamieson & H.Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, thus:
Tomlinson, J. (1992) "Planning: Debate and Policy in the 1940s", *Twentieth Century British History*, vol. 3, no. 2.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from:
<http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

NB. In a rapidly changing situation new journal articles are constantly appearing. I will post titles of readings on the Moodle site for this module but please also check the journals yourself – there are many journals available electronically via the library website! The Journal of Gender Studies has a range of articles which can be accessed electronically.

You are expected to read at least one of the core readings for each seminar. You are not expected to read the 'further readings' listed each week, however they will be useful for you when writing your essay. You can also find a list with further readings at the end of the module guide. Most of the readings are from e-books or from journal articles which can be accessed easily. The length of the lists also means that the library cannot be expected to stock all the items, but it does guarantee to stock all core items (meaning that the library's teaching stock is in fact larger than that found in many universities in Britain – including some rather prestigious ones). The inevitable limitations that all libraries face mean that you should plan your reading in advance and make use of the reservation system. Please also return literature in good time to allow others to make use of it.

If you do want to read all or most of the items for a particular week (perhaps in order to prepare for an essay or presentation) and are having difficulty locating some of them, you are entitled to use other university libraries in the London area and I would strongly urge you to visit the British Library of Political and Economic Science (located across Waterloo Bridge at the LSE). Additionally, the librarians are happy to have 1:1 appointments to help you search for articles and with other matters – please contact the library at directly.

Marking Criteria

Marking Criteria applies to both the essay and the final exam. At all levels, five areas of assessment objective can be recognised:

1. Knowledge of the topic - ideas, concepts and institutions
2. Analysis of issues and an awareness of different viewpoints
3. Evaluation of competing explanations or theories applied to a problem
4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

6. FEEDBACK

The coursework deadlines are published, after discussions between staff, and where appropriate between staff and students, in the first few weeks of the semester.

Feedback will normally be given to students 20 working days after the final submission of an assignment or as advised by their module leader.

General feedback, applying to all students, will also be placed on the Moodle site within 20 working days.

7. STUDENT EVALUATION

This module was developed specifically for the Sociology degree and was taught for the first time last year. Students responded positively to the module content, teaching, assessment and virtual learning environment. One student commented:

I thoroughly enjoyed the module, I found it to be engaging, enlightening, current, relevant, and coherent. I felt as if I could have carried it forward for another semester. I found myself in this module.

8. INTRODUCTION TO STUDYING THE MODULE

8.1 Overview of the Main Content

WEEK	TOPIC
1	Introduction to the Module. Gender and Sexuality: An Overview of Key Concepts and Theories
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8.2 Overview of Types of Classes

This module will be supported by a Moodle (virtual learning environment) site. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a 2-hour lecture and a 1-hour seminar each week.

This module will be taught by a combination of lectures and seminars. The lecture will involve formal lecture presentations, video clips and structured discussion of key themes. Powerpoint slides will be posted on the Moodle site for you to access and study before each lecture. Announcements or additional information relevant to the module will be posted on the Moodle site. In addition, students will be sent email messages via the Moodle site so students will need to access their LSBU email account on a regular basis.

Seminars form an integral part of the course and all students are required to attend on a regular basis. Seminars will involve active participation by students in order to get the most out of the module. The seminars will be organised around the topics covered in the lectures, and to ensure that you get the most out of the module, it is expected that you will:

- have done at least the *minimum* directed reading for each seminar
- actively participate in the discussion and be willing to make a presentation
- attend both the lectures and seminars.

8.2 Importance of Student Self-Managed Learning Time

Student responsibility in the learning and development process will be emphasised. Students are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. Students will be encouraged to identify for themselves particular problems of difficulty and to use seminar discussions, where appropriate, for the resolution of these. Students must regularly access the Moodle site for this module. They should download the

class/lecture material from the Moodle site, and do the recommended reading before each lecture/class.

Where appropriate, students are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

8.3 Employability

This module develops skills that you should find very useful in your future employment by embedding them into the teaching and seminars. In particular it will demonstrate your ability to pursue independent initiatives, to meet deadlines, to search for academic materials, to write in an academic style and to prepare a presentation. Employers look for skills such as group work, written work, ICT skills, presentation and verbal skills which are transferable from the academic world to employment. The module aims to develop your critical thinking/problem solving skills with the following outcomes:

- enhanced job prospects
- effective, self-directed learning
- understanding how you learn
- improved study and career management skills
- improved academic performance
- ability to articulate and evaluate your personal goals and achievements
- transferable skills for lifelong learning and your chosen career

9. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

<p style="text-align: center;">Week 1: Introduction to the Module and Seminars Gender and Sexuality in the Modern World – An Overview</p>

In this session we will go through the outline the structure of the module, explain its coherence, discuss how the seminars and lectures relate to each other, agree on operational procedures for the duration of the Module, and presentations, explaining seminar requirements, and explore any general question you may have about the Module. Please look carefully at the Module Guide and feel free to raise any question that may occur to you.

The lecture will introduce how gender and sexuality have emerged as analytical concepts in the modern world. There will be an overview of the following:

Theories: feminist, gender and queer

Key concepts and themes that will be tackled in the module:

Sexualities in social, historical, political and contexts

Masculinities

Seminar 1

At the beginning of the Module, you will be required to volunteer to make introductory presentations at each of the seminars. You will be required to read at least one of the pieces listed under **CORE READING**. The lectures will be delivered a week before the seminars, and the Powerpoint slides will be available on Moodle to guide you in your preparation for the seminar.

Activity

We will watch the following You Tube clip:

Sex and Gender/Identity: An Introduction

<https://www.youtube.com/watch?v=ago78PhUofI>

Questions for the seminar

1. In small groups discuss what the following terms mean:

Sex

Gender

Sexuality

Transgender

Masculinity

Femininity

2. Are women and men (or girls and boys) born different, made different through socialisation or is difference a product of specific contexts and interactions?

3. Identify three areas of life where the experiences of men and women are significantly different. Explain what these differences are and why.

Core Reading

'Gender, Sexuality and Meaning: An Overview' in McConnell-Ginet, S. (2010) *Gender, Sexuality and Linguistic Practice and Politics*, Oxford: Oxford University Press [e book in the library]

Further Reading

Connell, R. (2014) 'The Sociology of Gender in Southern Perspective,' *Current Sociology*, 62(4): 550-567

Week 2: Feminist Theories: the Second Wave and Beyond

This session will cover the following feminist theoretical perspectives:

Liberal

Radical

Socialist

Marxist

Black

Seminar 2

Activity

Look at the following website before the seminar: Everyday Feminism

<https://everydayfeminism.com/>

Questions for the seminar

1. What are the main differences between liberal, socialist, radical, black feminist thought?
2. Which perspective of feminism, if any, do you find most convincing?
3. Do you think that feminist thought has overlooked the experiences of black women? If so why?
4. What (and whom) else do the perspectives overlook?
5. Do you feel these perspectives are useful now in 2019? Please elaborate.

Core Reading

Chapter 6 "The Personal is Political": Women's Liberation and 'Second Wave' Feminism' in Hannan, J. (2007 or 2012) *Feminism*, Abingdon and New York: Routledge [e book in the library]

Further reading

Thornham, Sue. (2004). "Second wave feminism". *The Routledge companion to feminism and postfeminism* (pp.36-46): Routledge. Available at <https://www.taylorfrancis.com/books/e/9781134545629/chapters/10.4324%2F9780203011010-11>

Week 3: Theorising Sexuality

This session examines the sociological and political study of sexuality. It will look at theoretical shifts and debates in the study of sexuality. We will look at the social construction of sexuality and concepts such as heterosexuality, homosexuality, lesbianism, asexuality in the context of wider debates on social transformation in modernity.

Seminar 3

Activity

We will watch the following You Tube clip:
Sexual Orientation and Sexuality, by Introduction to Sociology
https://www.youtube.com/watch?v=RNd3_TGsVAI

Questions for the seminar

1. What is your understanding of the following terms: heterosexuality, homosexuality, heteronormativity?
2. How would you define sexuality sociologically?
3. Is sexuality a social construction?

Read the following quote, and then answer question 4:

Each culture makes what Plummer calls '**who restrictions**' and '**how restrictions**.' 'Who restrictions' are concerned with the gender of the partners, the species, age, kin, race, caste or class which limit whom we may take as partners. 'How restrictions' have to do with the organs that we use, the orifices we may enter, the manner of sexual involvement and sexual intercourse: what we may touch, when we may touch, with what frequency, and so on. (Plummer 1984). (in Weeks, *Sexuality* (2nd edition), 2003, p. 21)

4. What are some of the ways in which sexuality is restricted in contemporary British society? Where do these restrictions come from? How are they enforced and what happens if you transgress them?

Core Readings

Chapter 1 'Conceptualizing Sexuality: From Kinsey to Queer and Beyond' in Jackson, S. (2010) *Theorizing Sexuality*, McGraw-Hill Education [e book in the library]

Chapter 1 'Heterosexuality' in Bhattacharyya, G. (2002) *Sexuality and Society: An Introduction*, Routledge: London and New York [e book in the library]

Further Reading

Lorde, A. (1984) 'Use of the Erotic: The Erotic as Power' in *Sister Outsider. Essays and Speeches by Audre Lorde* (pp.53-59), Berkeley: Crossing Press (first published in 1978).

Available at: <http://counsellingni.co.uk/2018/01/use-erotic-erotic-power-audre-lorde/>

Also on YouTube (spoken by Audre Lorde): <https://www.youtube.com/watch?v=xFHwg6aNKy0>

Week 4: Intersectionality and Critiques of Race, Sexuality, Class and Nation

In this lecture we will look at how gender intersects with race, sexuality, nation and class. We will examine the theory of intersectionality to analyse how oppressions in the realm of 'race and gender' or 'sexuality and nation' work together in producing injustice.

In the lecture, we will watch and briefly discuss the following TED Talk: "Kimberlé Crenshaw: The urgency of intersectionality". *TED Women 2016*. (Watch: 17'07"-6'57" till the end)

Available at: https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality.

Seminar 4

Seminar Activity

Individual exercise, write down:

- Define 'intersectionality' in your own words.
- Write (in silence) about how intersectionality applies to your own identity and position in the world. Address at least two social categories and, where applicable, both structural privilege and structural disadvantage.

Questions for the seminar

1. What is your understanding of intersectionality?
2. Why did intersectionality come about? How is it related to the feminist approaches from the first week (i.e. liberal, socialist, radical and black feminism)?
3. Why is intersectionality important for feminists? Can you give examples?
4. Is intersectionality only about identity?
5. How is intersectionality related to power?

Core Readings

Brah, A. and Phoenix, A. (2004) 'Ain't I a Woman? Revisiting Intersectionality', *Journal of International Women's Studies*, 5(3), 75-86.

<https://vc.bridgew.edu/cqi/viewcontent.cgi?article=1543&context=jiws>

Hill Collins, P. and Bilge, S. (2016) 'What is Intersectionality?' in *Intersectionality (Key concepts)* (pp.1-30), Cambridge: Polity Press. [**Chapter 1**]

Further Readings

Crenshaw, K. W. (1995) 'Mapping the Margins: Intersectionality, identity politics and violence against women,' *Critical Race Theory: The Key Writings that formed the Movement*, Crenshaw, K. Gotanda, N. Peller, G. and Thomas, K. (eds) New York: New York University Press

Bouattia, M. (2019) 'A New Civilising Mission' - <https://www.redpepper.org.uk/a-new-civilising-mission/>

Mason-Bish, H. (2019) 'Disabled women are constantly being groped without their consent – even by people who think they are helping' – access: <https://www.independent.co.uk/voices/metoo-disability-women-groped-touched-consent-abuse-a9079016.html>

Week 5: Self-directed Study Week

This week is an opportunity to carry out reading and prepare your essay plan. You will also have the opportunity to book tutorial time to discuss your essay plan, if required.

Week 6: Gender, Masculinities and Femininities

This session looks at the social and cultural construction of masculinity including 'hegemonic masculinity' and its relationship to femininities. We will use Connell's work on masculinity to examine a theory of masculinities embedded in a social theory of gender.

Seminar 6

Questions for the seminar

1. How did you learn to be feminine and/or masculine?
2. What are key elements in the construction of masculinity?
3. Identify ways in which the traditional concept of masculinity is now perceived to be under threat. Do you agree with this?
4. Why are some men largely absent from discussions around masculinity?
 - a. How does masculinity relate to femininity?

Core Reading

Wedgwood, N. (2009) 'Connell's Theory of Masculinity – its origins and influences on the study of gender', *Journal of Gender Studies*, 18 (4): 329-339 [Available via the library online journals and at: <https://0-www-tandfonline-com.lispac.lsbu.ac.uk/doi/pdf/10.1080/09589230903260001>]

Chapter 2 'Geographies of Femininities' in Charlebois, J. (2011) *Gender and the Construction of Hegemonic and Oppositional Femininities*, Lexington Books: New York [e book in the library]

Further Reading

Chapter 1. 'What is masculinity?', in Benyon, J. (2002) *Masculinities and Culture*, Open University Press: Buckingham and Philadelphia. [Available at: <https://www.mheducation.co.uk/openup/chapters/0335199887.pdf>]

Raewyn Connell – on masculinities - <https://youtu.be/1U03DIXQfo8>

Week 7: Queer Theory

This session examines the basis of queer theory which presents a new understanding of sex, gender and sexual identities as sites that do not match normative discourses of gender studies. It

problematizes the idea of fixed gender and sexual identities and challenges the basis for a unitary identity politics. Queer theory will be discussed in relation to contrasted with feminist understandings of gender

Seminar 7

Seminar Activity

We will watch the following You Tube clip:

Queer Theory

<https://www.youtube.com/watch?v=eVxV1N0MfqM>

Questions for the seminar

1. What is your understanding of queer theory?
2. What are some of the different definitions of 'queer' discussed in the reading?
3. What do you understand as the difference between defining queer as 'a question of being' and defining it as 'a question of doing'?
4. What are some of the criticisms that have been made of queer theory?
5. How does queer theory relate to feminist theory?

Core Reading

Sullivan, N. (2003). "Queer: A question of being or a question of doing". *A Critical Introduction to Queer Theory* (2nd ed, pp.37-56). Edinburgh: Edinburgh University Press.

<https://queeringreadingqueeringwriting.files.wordpress.com/2014/10/queer-being-or-doing001.pdf>

Further Reading

Piantato, G. (2016) 'How has queer theory influenced the ways we think about gender?' Working Paper of Public Health [Available to download as a PDF document at:

<https://www.pagepress.org/journals/index.php/wpph/article/view/6948>]

Wilchins, R. (2014) *Queer Theory, Gender Theory*, New York: Magnus Books.

Week 8: Beyond the Gender Binary

In this session we will look at the increasing visibility of transgender lives and analyse stereotyping and the range of gender expression. It will explore how the issue of transgender has awakened new curiosities, prompted activism and introduction and of legislation such as the Gender Recognition Act (2004) and the consultation to update it in 2018. We will explore how what transgender means for conceptualising gender by using Judith Butler's work on gender performativity. The last section will look at the role of trans exclusionary radical feminists in what has become known as the 'TERF War'.

Seminar 8

Activity

We will watch the following You Tube clips:

Transgender Children (Full) Documentary - BBC News

Published on Apr 7, 2015

<https://www.youtube.com/watch?v=mWSAdWhB6yM>

Germaine Greer: Transgender Women Are 'Not Women' - BBC Newsnight
Published On Oct 23, 2015

<https://www.youtube.com/watch?v=7b8q6d4a6tm>

Questions for the seminar

1. What is your understanding of concepts such as transgender, cisgender?
2. What is your understanding of Germaine Greer's argument about transgender females?
3. What is Greer's understanding of gender?
4. What understandings of gender underpin current debates within feminist movements?

Core Readings

Elliot, Patricia. (2016). "Feminist embattlements on the field of trans". *Debates in transgender, queer, and feminist theory: Contested sites*. Ashgate: Farnham. [Chapter 1] [e book in the library]

Marinucci, Mimi. (2010). "Gender Defined and Undefined". *Feminism is queer: The intimate connection between queer and feminist theory* (1st ed, pp.67-82): Zed Books Ltd. [Chapter 6]

Further Readings

'These Parents are Raising Their Child as a Gender-Neutral 'Theyby'
The Independent, 3rd April, 2018

[Available At <https://www.independent.co.uk/life-style/health-and-families/theyby-gender-neutral-child-parents-raise-couple-kyl-myers-zoomer-a8286876.html>]

Fisher, O. (2019) 'When Feminism supports Trans Rights, Everybody Wins – Just like in Iceland,'
access: <https://www.theguardian.com/commentisfree/2019/sep/09/feminism-trans-rights-iceland-uk-movements>

Week 9: Gender and Politics

This session looks at the consequences of the Women's Vote 1918. We will look at gender difference and obstacles facing women in politics for 100 years. We will explore the under-representation of women in politics in the UK and globally.

Seminar 9

Activity

We will watch the following You Tube clip:
How to Succeed as a Woman in Politics
The Economist, Published on March 8th, 2017

Available at: <https://www.youtube.com/watch?v=NTTGIUVLesE>

Questions for the seminar

1. Identify the major obstacles facing women who wish to pursue a career in local and national politics in Britain.
2. What impact do you think women MPs should or could make towards the removal of gender inequalities in society?
3. What steps can be taken to ensure adequate female representation in politics?
4. Do you think women MPs can represent all people? What would an intersectional perspective respond to this question?

Core Readings

Chapter 4: 'Representation: Why Women's Presence Matters' in Childs, S. (2010) *Women and British Party Politics: Descriptive, Substantive and Symbolic Representation*, Routledge: Abingdon and New York [e book in library]

Women in Politics Map UN 2017 [Available to download at: <http://www.unwomen.org/en/digital-library/publications/2017/4/women-in-politics-2017-map>]

Further Reading

Does Local Government Work for Women? - Final Report of the Local Government Commission, 13th July 2017, Fawcett Society
[Available to download at: <https://www.fawcettsociety.org.uk/local-government-commission>]

Week 10: Tutorials

Please make an appointment to discuss your essay. You should come with the essay plan which forms part of your formative assessment.

Week 11: Gender and Media

This session looks at representations of gender in media and examines whether this has changed over time for men and women. We will look at the concept 'male gaze' and explore masculine identifications in the media.

Seminar 11

Questions for the seminar

1. To what extent has the portrayal of women in the media changed since the 1960s?
2. Identify three examples of difference in the portrayal of male and female characters in soap operas/TV dramas/advertisements/Hollywood movies. If you can, bring an example to class.
3. Has the portrayal of men changed over time?
4. With reference to the first key online article below, discuss the question if you see progress in the portrayal of women in film and television?

Core Readings

'How Media Sexism Demeans Women and Fuels Abuse by Men Like Weinstein', Virginia García Beaudoux
October 18, 2017 [Available at: <https://theconversation.com/how-media-sexism-demeans-women-and-fuels-abuse-by-men-like-weinstein-85789>]

'Research Shows That Non-Traditional Men Sell Well – Advertisers Need to Catch Up for the Sake of Equality', Magdalena Zawisza.
March 8, 2017 [Available at: <https://theconversation.com/research-shows-that-non-traditional-men-sell-well-advertisers-need-to-catch-up-for-the-sake-of-equality-74178>]

Further Readings

Richardson N. and Wearing, S. (2014) *Gender and the Media: Key Concerns in Media Studies*, Palgrave Macmillan: Basingstoke [Part 1: Chapters. 2 & 3] [Available via the library]

K. Kay, 'Gazing Grey: The shading of female 'sexuality'', *Intensities: Journal of Electronic and Cultural Media* (2016) [Available at: https://www.researchgate.net/publication/314949886_Gazing_Grey_and_the_shading_of_female_sexuality]

Phipps, A. (2019) 'The Political Whiteness of #MeToo,' access: <https://www.redpepper.org.uk/the-political-whiteness-of-metoo/>

Week 12: Overview of the Module - Essay Preparation

This lecture will provide an overview of the module and explore the general question of our understanding of gender and sexuality in society. The lecture brings together the themes and issues raised throughout the module, and concludes on a note about some of the pressing issues in public and academic debates. The readings for all the above sessions will be relevant, but in addition, it will be useful also to bring with you your essay plan that you completed for your formative assessment. The seminar will be devoted to looking at the essay questions.

10. LEARNING RESOURCES

Reading Lists Online

<http://readinglists.lsbu.ac.uk/index.html>

Box of Broadcasts

<http://bobnational.net/>

Access to a wide range of off-air recordings including films and documentaries can be viewed using the library resource 'Box of Broadcasts' (BoB). All LSBU students have access to this useful resource via the Perry library catalogue which is easy to use. You can enquire in the Perry Library if you have any problems with access.

You can click on the link above and you will be asked to login by stating that you are from LSBU. You then use your LSBU user name and password. You can then watch any programme that has been recorded.

Academic Journals

It will be useful to look in the Library for relevant journals that cover the range of topics addressed in this Module. By looking at copies of particular journals over a period of a few years you can easily come across articles of direct relevance to particular topics. When preparing yourself for seminar topics and/or for the final examination you will find it useful to look through these journals for relevant articles:

Journal of Gender Studies
Feminist Review
Gender and Society
European Journal of Women Studies
Gender, Place and Culture
Men and Masculinities
Social Identities
Journal of Bisexuality
Theory, Culture and Society
Feminist theory
Sexualities
Social Politics
Journal of Homosexuality
Women's Studies International Forum
GLQ: A Journal of Lesbian and Gay Studies
TSQ: Transgender Studies Quarterly
Politics and Gender

Newspapers

You are encouraged to read at least one daily newspaper, which carry items relevant to the topics covered in this Module. Some useful examples are *The Guardian*, *The Times*, *The Independent* and [gal-dem](#). There are, of course, a long list of other relevant daily newspapers and weekly popular publications, such as *The Economist*.

Moodle Sites: Virtual Learning Environment (VLE). The Moodle sites are specific to the modules.

Virtual Learning Environment - Moodle

The University's Technology Enhanced Learning (TEL) strategy seeks to support students' learning on modules through Moodle, a virtual learning environment (VLE). Students will be able access core information concerning modules through Moodle sites for each module; this will include course and module guides, assignment briefs, lecture and seminar programmes etc, study materials, links to other web sites, discussion boards and a range of online activities, as well as links to the Library catalogue and other University services (including your timetable).

Study Skills

Chapter 10 'Critical Analytical Thinking' in Cottrell, S. (2003) *The Study Skills Handbooks*, Palgrave Study Guides, Palgrave Macmillan.

Chapter 6: 'How to Write Essays' in Northedge, A. (1990) *The Good Study Guide*, Open University Press.

Further Readings

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- Ahmed, Sara. (2006). *Queer Phenomenology. Orientations, Objects, Others*. London: Duke University Press.
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- Burnet, J. E. (2011) 'Women Have Found Respect: Gender Quotas, Symbolic Representation and Female Empowerment in Rwanda,' *Politics and Gender*, 7(3): 303-334
- Butler, J. (2006). 2nd edition. *Gender trouble: feminism and the subversion of identity*, Routledge: New York [e book in the library]
- Butler, J. (2004). *Undoing Gender*, Routledge: New York [e book in the library]
- Butler, J. (1993) 'Critically Queer,' *GLQ: A Journal of Lesbian and Gay Studies*, 1: 17-32
- Callis, April Scarlette. (2014). "Bisexual, pansexual, queer: Non-binary identities and the sexual borderlands". *Sexualities*, 17(1-2), 63-80.
- Carbado, Devon W, Crenshaw, Kimberlé Williams, Mays, Vickie M, et al. (2013). "Intersectionality. Mapping the Movements of a Theory". *Du Bois review: social science research on race*, 10(2), 303-312.
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