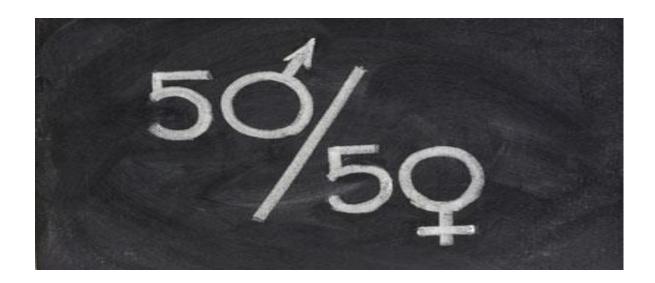# Gender Difference and Equality: Historical and Contemporary Debates



# Module Guide

DSS_5_GDE

School of Law and Social Sciences
(LSS)

2017-18

Level 5/Semester 1

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Overview of Lecture Programme

| Week 1: | 28 Sep | Introduction to the concept of Gender, Femininity and Masculinity |
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| Week 2: | 5 Oct | Feminist Theories |
| Week 3: | 12 Oct | Gender Theories |
| Week 4: | 19 Oct | Gender and Masculinity |
| Week 5: | 26 Oct | Self-directed study (No lecture. No seminar/workshop) |
| Week 6: | 2 Nov | Gender and Politics |
| Week 7: | 9 Nov | Gender and Paid/Unpaid Work |
| Week 8: | 16 Nov | Gender, Race and Culture |
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| Week 12: | 14 Dec | Course overview |

# 1.    Module Details

|  |  |
|---|---|
| **Module Title:** | Gender Difference and Equality: Historical and Contemporary Debates |
| **Module Level:** | Level 5 |
| **Module Reference Number:** | DSS_5_GDE |
| **Credit Value:** | 20 CAT Points |
| **Student Study Hours:** | 212 Hours |
| **Contact Hours:** | 57 Hours |
| **Private Study Hours:** | 155 student managed learning hours including 10 hours of VLE related activities and preparation |
| **Pre-requisite Learning (If applicable):** | None |
| **Co-requisite Modules (If applicable):** | None |
| **Course(s):** | Sociology |
| **Year and Semester** | 2017-18 Semester 1 |
| **Module Coordinator:** | Dr. Kavyta (Kav) Raghunandan |
| **MC Contact Details ( Email)** | raghunak@lsbu.ac.uk |
|  |  |
| **Subject Area:** | Social Sciences/Sociology |
| **Summary of Assessment Method:** | One coursework essay (1, 500 words) 50 per cent of the total mark + one document report (2,000 words) 50 per cent of the total mark |
| **External Examiner appointed for module:** | Dr Gary Hazeldine, Senior Lecturer in Sociology, Birmingham City University gary.hazeldine@bcu.ac.uk |

# 2.    Short Description

In the past few decades work on gender has been crucial in challenging mainstream sociological thought, and in making exciting and innovative contributions to sociological theory, methodology and policy.  The aim of this Module is to chart this history and to explore some of the key contemporary debates around gender.  It will build on foundational work of feminist writers in challenging mainstream sociological thought and methodologies and then move on to examine issues of femininity, masculinity and gender difference in relation to the world of work, paid and unpaid, politics, social policy, the media and crime.  This Module addresses equality and diversity by focusing on the issue of gender difference and equality through the study of historical and contemporary debates on a range of topical issues reflecting diversity and equality issues in contemporary British society.

# 3.    Aims of the Module
The module aims to provide students with an understanding of:
- feminist theories of gender and relate these to current issues and debates
- the historical context of gender inequalities within contemporary society
- the contribution of varieties of feminist thought to the formation of sociological theories and methodologies
- the impact of gender difference in relation to key areas of life in contemporary British society for example work, politics, social policy, the home, crime and the media.

# 4.    Learning Outcomes

### 4.1    Knowledge and Understanding
- Identify and evaluate key concepts relating to gender difference and gender inequality
- Demonstrate an understanding of the social and intellectual developments associated with feminist theories of gender
- Explain the changing experiences of men and women over time with regard to gender inequality
- Recognise the way in which gender difference impacts on the life chances of men and women in contemporary society

### 4.2    Intellectual Skills
- Understand the theoretical frameworks which explain the existence and persistence of gender inequality in contemporary society
- Demonstrate an ability to use theoretical ideas to analyse contemporary social issues
- Connect knowledge to elements of other modules to build a comprehensive knowledge of key issues which led to inequality within modern society

### 4.3    Practical Skills
- Locate and access research material in libraries and on-line to prepare for seminar discussions, presentations and essays and reports
- Conform to academic standards in presentation of written work including learning the correct format for referencing and bibliographies
- Utilize VLE Moodle and online sources to support learning and access module material

### 4.4    Transferable Skills
- Exhibit good written and oral communication skills
- Exhibit good presentation skills
- Work effectively in groups
- Apply effective time management skills
- Work to deadlines
- Attend lectures, seminars and tutorials regularly and on time.

# 5.    Assessment of the Module

**FORMATIVE:**
All students are required to form a group with 3/4 other students and to give a seminar presentation based on the document/s selected for their document report.  Each group will report on the progress of their group work via a blog on the Module Moodle site.  Group blogs will be reviewed in weekly seminars.  Both the tutor and fellow students will give feedback on the group presentation.  All students are expected to use this feedback to enhance their final assessed report.

**SUMMATIVE:**
This module will be assessed by two pieces of coursework:
1**. Coursework One**: Essay (1,500 words max) to be submitted mid-semester (50 per cent of the total mark).  The essay questions will be linked to topics discussed in Part 1 of the Module.
2. **Coursework Two**: Document Report (2,000 words max) to be submitted end of semester (50 per cent of the total mark).  This report will be submitted by individual students but must be

based on the same seminar document/s used by students for their group presentation.   The seminar documents are linked to topics discussed in Part 2 of the Module.

*See Appendices 1-3 for more information about essay writing, coursework questions and the criteria for the group presentation and end of semester document report*

**All coursework must be submitted to 'Turn-it-in' before submission.**
Coursework must be submitted electronically via the module Moodle site.

**Please note that all coursework must have a word count clearly presented at the end of the essay.  Penalties for essays going over the allocated word count are as follows**:

- 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.

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*COURSEWORK DEADLINES:*
*Essay:  Thursday 2nd November 2017 (Week 6)*
*Document Report:   Thursday 11th January 2018 (Week 13)*

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*The pass mark is 40% for the Module as a whole, with a requirement that at least 30% is achieved in each part of the assessment.*

# 6.    Feedback

Feedback will normally be given to students 15 working days after the submission of an assignment.  In Week 12 (Thursday 14 Dec) generic feedback will be given to all students on CW1 (essay).

# 7.    Introduction to Studying the Module

## 7.1    Overview of the Main Content

- Introduction to the concept of Gender, Femininity and Masculinity
- Feminist Theories
- Gender Theories
- Gender and Masculinity
- Gender and Politics
- Gender and Paid/Unpaid Work
- Gender, Race and Culture
- Gender and Crime
- Gender and the Media
- Gender and the Internet

## 7.2    Overview of Types of Classes

You will normally have a two-hour seminar/workshop each week followed by a two-hour lecture. Lectures will be interactive and you are expected to answer questions and discuss issues during the course of the lecture. Documentaries and other learning tools will be used in lectures where appropriate. Seminars/workshops will normally involve small group work and you will be required to make at least one group seminar presentation based on a seminar document/s during the course of the Module. Seminar/workshops will also include time for practical work, for example sessions on how to improve essay writing and presentation skills. Invited guest speakers from outside organisations will be invited to present to students where appropriate. Seminar/workshop time will also allow time for some one-to-one tutorial sessions with students to discuss individual progress on the Module and time for independent group work when students can work together on preparing their group presentation and writing their group blog.

## 7.3    Importance of Student Self-Managed Learning Time

Please note that ALL STUDENTS are expected to read the allocated 'Readings' for each seminar AS WELL as contemporary documents and readings, where indicated, for each seminar meeting (these documents will be supplied to all students at the beginning of the Module). Active and informed participation in seminar discussions is vital for the success of this Module. Please come to the class prepared to participate. Students will also have to set aside some time to work in their groups preparing for the group presentation and writing their group blogs.

## 7.4    Employability
This Module will provide students with the understanding and knowledge necessary for undertaking future work in a wide range of fields for example local government, politics, civil service, management, teaching and journalism. Students will also gain experience of team work, working to deadlines and making presentations.
By the end of the Module students will have gained the following skills linked to future employment:
- effective time management skills
- the ability to work on tasks in small groups
- the ability to work in a team with fellow students to produce a piece of work
- the ability to discuss and debate sociological theory in a group setting
- the ability to present ideas in a group setting
- the ability to work to deadlines
- good written and oral communication skills
- the ability to use a range of sources, including the internet, and to carry out independent research
- the ability to present a coherent group presentation based on critical analysis of a chosen seminar document/s.
- the ability to use IT software programmes, including producing a PowerPoint slide show for your group presentation.

## 8.    SOCIAL SCIENCES GENERAL MARKING CRITERIA

All coursework is assessed in relation to the individual learning outcomes for each Module. Requirements in relation to the level of conceptual analysis and acquired skills will intensify with the student's progression through the course.

## At Level Five

The conceptual analysis and skills developed at level one will be deepened, and students will develop their interactive skills within a learning group. Additionally, students will be expected to demonstrate:

- ability to distinguish between differing viewpoints;
- ability to identify key elements of a problem and <u>choose</u> the theories/methods for its resolution;
- ability to analyse political systems using comparative methodology;
- ability to research a topic of their choice as part of a group, and to present this research in oral and written form.

## Marking Criteria

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" |

**Plagiarism**

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.

It is vital when taking notes to:

(1) Note the FULL reference of the book/article at the top of the first page of notes.
(2) Keep a precise note of the page numbers of any quoted material (for example in the margins of your notes)
(3) Use precise double quote marks at the beginning & end of any quotes in your notes and check that any quotes/material used in your essay in accurately and carefully attributed.

## MODULE SPECIFIC ASSESSMENT CRITERIA

# Assessment Objectives

## SPECIFIC MODULE ASSESSMENT CRITERIA: HINTS ON COMPLETING THE ASSIGNMENTS

- The essay and report must be presented according to the format required.

- All coursework must be submitted via 'turn-it-in'

- You need to demonstrate good knowledge and understanding of the topics discussed (see also learning outcomes) and show that you have undertaken independent research using a range of sources.

- You need to provide appropriate examples or the inclusion of relevant data or supporting evidence.

- Do not forget to reference correctly and provide a bibliography-correctly set out- at the end of the assignment

- Avoid lengthy quotations or answers that simply link together quotations from your sources- put points succinctly in your own words and cite the source of the argument or evidence

- Do not include bullet points or sub-headings in your essay.  Sub-headings may be used in your reports

- Ensure your answer provides analysis (how and why things happened) and not just a descriptive account (what happened).

- Give sufficient time for proof-reading -correcting errors and checking that the answers make sense.  Poor expression in English will lose you marks.

- Use a clear and direct style-keep sentences short

- **Please note that Wikipedia or other non-academic internet sites are not acceptable sources for University coursework**

## REFERENCING YOUR WORK USING THE HARVARD METHOD

You are expected to include references in your essay which indicate the sources of ideas, theories, facts, etc.  You need to include a reference in the text which includes the author's last name and the publication date and then complete information about the publication in the bibliography which should be in alphabetical order.  The following sets out the information that should be included in your bibliography in relation to different sources, and the order of the information.

### Books

The preferred order of presentation in the bibliography is:

- Surname of author(s), comma, initial(s), full stop

- Year of publication (in brackets)

- The title (**in italics** with only the **first letter of first word capitalised)**, colon between short and secondary/sub title, full stop.

- The edition (if other than the first), full stop

- Place of publication (the first city or town) followed by a colon

### EXAMPLES:

Bradbury, A.J. (2006) *Successful presentation skills.* 3rd ed. London

Hatcher, S., Butler, R. and Oakley-Browne, M. (2005) *Evidence-based mental health care.* Edinburgh

### Edited Books - A chapter from an edited book

If you refer to a chapter in a book edited by someone other than the author of the chapter, you need to make this clear by using "**in**" (followed by a colon). It is the author of the chapter you cite. The book title is in italics, not the title of the chapter.

EXAMPLE: Gaskell, G. (2003) Attitudes, social representations and beyond, in: Deaux, K. and Philogene, G. (eds.) *Representations of the social.*, pp. 228-241.

### Corporate Author

British Broadcasting Corporation (2004) *Building public value: renewing the BBC for a digital world.* London:

### E-Books

White, R. and Downs, T. E. (2005) *How computers work*, 8th ed. Indianapolis: Que. [Online].

Available from: Safari Tech Books Online. http://0-proquest.safaribooksonline.com [Accessed: 16 August 2007].

**Journal articles**

You need to include:

- Surname of the author(s), comma, initial(s), full stop

- Year of publication in brackets

- Title of the ARTICLE ( only first word with capitalised initial letter, unless proper name), comma

- Title of the JOURNAL (*in italics*), comma

- Volume number, issue or part number (in brackets), comma

- First and last pages of the article separated by a hyphen and indicated by the abbreviation "pp."

**EXAMPLE:** Smith, A. and Jack, K. (2005) Reflective practice: a meaningful task for students, *Nursing Standard*, 19 (26), pp. 33-37.

**Web- resources**

Stepnitz, A. (2009) *Male-ordered: The mail-order bride industry and trafficking in women for sexual and labour exploitation*, London: Eaves Housing for Women: The Poppy Project. [online] http://i4.cmsfiles.com/eaves/2012/04/Male-ordered-bedd8d.pdf [accessed 2 July 2012]

**Newspapers**

Tobin, L. (2010) "The crush starts here", *The Guardian (Education Supplement),* 8 June 2010, p. 1.

Wintour, P. (2012) "David Cameron announces inquiry into banking industry", *The Guardian*, 2 July 2012 [online] http://www.guardian.co.uk/business/2012/jul/02/david-cameron-inquiry-banking-industry [accessed 2 July 2012]

**Government Publications**

Great Britain. Department of Health (2004) *Choosing health: making healthy choices easier.* London: The Stationery Office.

# 9.  Learning Resources

*Please view the Reading List online tab on the right hand side of the Moodle site for the core and optional reading for this module*

## Box of Broadcasts Resource

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

http://encore.lsbu.ac.uk/iii/encore/search/C__Sbox%20of%20broadcasts__Orightresult__U1?lang=eng&suite=cobalt


## Learner Support Material

The Library Information Officer for DSS is Ms Lindsay Ure and she will be happy to help with your enquiries.  Lindsay's email is urel@lsbu.ac.uk and her number is 0207 815 6621.

For additional academic support all students can visit the *Skills for Learning Centre* http://www.lsbu.ac.uk/student-life/student-services based in the Student Centre, for assistance with essay writing, language skills and a range of other academic and personal support services.

## *PLEASE NOTE THAT WIKIPEDIA IS NOT AN ACCEPTABLE ACADEMIC SOURCE FOR COURSEWORK*


## JOURNALS
There are a number of journals available in the Perry Library in both print and electronic form which you should consult regularly for this Module.  They include: Sociology, Sociological Review, Feminist Review, Women's History Review, Gender and History and Critical Social Policy.


## MUTIMEDIA RESOURCES


A wide-range of resources are now available to you on the internet.  When researching a particular topic it is useful to use a search engine such as www.google.com to locate web-sites relating to that topic.

There are also a number of databases and web-sites of particular interest for students taking this Module:

**ISI Web of Science**:                    http:/wos.mimas.ac.uk
(references, citations, selected
abstracts and selected journals)

**National Information Services
And Systems (NISS**)                    www.niss.ac.uk

**The British Library**
**Online Catalogue**                                      www.bl.uk/

**M25 Consortium**
**(Access to over 100 University**
**Library catalogues in London)**                          www.wmin.ac.uk/M25/

**Genesis**                                    www.genesis.ac.uk
**(Access to 2000 collection**
**descriptions relating to women's**
**history)**

**The Women's Library**
          http://www.lse.ac.uk/library/newsandinformation/womenslibraryatLSE/home.aspx

**The Fawcett Society**
**(UK Campaign for equality between**
**men and women)**                              www.fawcettsociety.org.uk

**Centre for the advancement of**
**Women in Politics**                            www.qub.ac.uk/cawp

**House of Parliament**
**(Archival information on women**
**in parliament and suffrage campaign)**
                          www.parliament.uk/parliamentary_publications_and_archives

**Equal Opportunities Commission**        www.eoc.org.uk

**Women's Budget Group**                       www.wbg.org.uk
**(promoting gender equality**
**through economic policy)**

**United Nations Entity for Gender Equality and the Empowerment of women**
                          **http://www.unwomen.org/**

**PLEASE NOTE** that the recommended reading listed above is only a guide and not a definitive list. You are encouraged and expected to use additional material, books, journals, newspapers and online resources, which are available in the University Library and LRC.

# Twitter

Twitter is a great new source for up to date information about gender issues and provides online access to debates and discussion about gender and equality/inequality. Throughout the course I will be recommending twitter profiles to follow. Here are a few for you to get started.

| @caitbeaumont | @womenforwomenuk | @povdev |
| @OBRUK_1 | @BLANK_NOISE | @MisogynyWatch |
| @UK_Feminista | @thefworduk | @ogunte |

@FemnetProg   @galdemzine   @fawcettsociety
@thefeministwire  @FWSAuk   @thefabian
@OrchidProject (FGM) @AWID   @GenderatWork
@SBSisters   @womantheory  @Imkaan
@LSS_LSBU

# 10. The Programme of Teaching, Learning and Assessment

**LECTURE PROGRAMME**

**Note:** the recommended reading for each lecture is listed under the relevant seminar topic held one week after the lecture (for example: Lecture 1 is discussed in the seminar for Week 2).  You are advised to read AT LEAST ONE of the specific readings for each topic BEFORE attending the lecture.  **Lecture readings and seminar documents will be supplied to students at the beginning of the Module.**

| WEEK | TOPIC | READING (CORE TEXT) |
|---|---|---|
| Week 1 | Introduction to the Module<br>Introduction to the concept of Gender, Femininity and Masculinity | Sex and Power Report 2015<br>https://www.fawcettsociety.org.uk/sex-and-power-who-runs-britain-2015 |
| Week 2 | Feminist Theories | M. Wollstonecraft, K. Millet, N. Walter & b. hooks |
| Week 3 | Gender Theories | S. Walby and R. Connell, J. Heartfield, A. Clare |
| Week 4 | Gender and Masculinity | Conell, R & Messerschmidt, J.W |
| **Week 5** | **SELF DIRECTED STUDY** | **No Lecture. No seminar/workshop** |
| Week 6 | Gender and Politics<br>Power and Participation | |
| Week 7 | Gender and Paid/Unpaid  Work | 'Not Having it All: How motherhood reduces women's pay and employment prospects', Jessica Woodroffe, Fawcett Society |
| Week 8 | Gender, Race and Culture | |
| Week 9: | Gender and Crime | Statistics on Women and the Criminal Justice System 2015 (Ministry of Justice, 2016), Summary + Chaps. 1-3. |
| Week 10: | Gender and the Media | |
| Week 11: | Gender and the Internet | |
| Week 12: | Course overview | |
| Week 13 | Document report submission | |

| | | |
|---|---|---|

## SEMINAR PROGRAMME

*Students will be required to make one fifteen minute group seminar presentation during the course of the Module based on a seminar document/s and this presentation will be assessed in the form of a seminar report submitted by each student as part of their course assessment in Week 13.*

**WEEK 1** (Introduction to the concept of gender, femininity and masculinity)

**Reading:** Sex and Power Report 2015
https://www.fawcettsociety.org.uk/sex-and-power-who-runs-britain-2015

### Seminar/Workshop Questions

1 Working in groups define the terms gender, femininity and masculinity
2 Identify three areas of life where the experiences of men and women are significantly different.
3 Explain what these differences are and why they occur.

Group formation for Seminar Presentations
Understanding the module guide and assessment

### Seminar/Workshop reading:

H. McCarthy, 'Gender Equalities' in P. Thane (Ed), Unequal Britain: Equalities in Britain Since 1945 (2010)

R.W. Connell, Gender (Polity Short Introductions) (2009), Chap. 1.

J. Lorber, 'The Social Construction of Gender' in T. Ore (ed) The Social Construction of Race, Class, Gender and Sexuality (1980)

### Additional reading:

D. Abbott & C. Wallace, An Introduction to Sociology: feminist perspectives (1997), Chap. 1.
E. Breitenbach, A. Brown, F. Mackay and J. Webb, 'Introduction: The Changing Politics of Gender Equality', in E. Breitenbach et al (eds), The Changing Politics of Gender Equality in Britain (2002).
N. Charles, Gender Divisions and Social Change (1993), Chap. 1
N. Charles, Gender in Modern Britain (2002), Chap. 1.
R. Connell, Gender and Power (1987), Chap. 1.
A. Cranny-Francis, W. Waring, P. Stravopoulos, & J. Kirby (eds), Gender Studies: Terms and Debates (2003) Chap. 1.
M. Evans, Gender and Social Theory (2003), Chap. 1.
J. Hannam, Feminism (2012), Chap 1 and Chap 7.
H. Jones, 'Gender History', in L. Butler and A. Gorst (eds), Modern British History (1997).
R. Lister, Citizenship: Feminist Perspectives (1997), Chap. 4.
H. McCarthy, 'Gender Equalities' in P. Thane (Ed), Unequal Britain: Equalities in Britain Since 1945 (2010).
J. Marchbank & G. Letherby, Introduction to Gender: Social Science Perspectives (2007), Chap. 1.
S. Oskamp & M. Costanzo (eds), Gender issues in contemporary society (1993), Chap. 1.
J. Pilcher, Women in Contemporary Britain (1999), Chap. 1.
K. Woodward, A Short Guide to Gender (2011)

**WEEK 2** (Feminist Theories)

**Reading:**   Extracts from M. Wollstonecraft, K. Millet, N. Walter & b. hooks

**Seminar/Workshop Tasks:**
Working in groups answer the following questions:
1.  What are the main differences between liberal, socialist, radical, black and new feminist thought?
2.  Which brand 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?
+
How to work effectively in groups

**Seminar/Workshop Reading:**
D. Abbott & C. Wallace, An Introduction to Sociology: feminist perspectives (1997), Chap. 2 & 11.
Anthias, F. & Yuval-Davis, N., 'Contextualising Feminism: Gender, Ethnic and Class Divisions' Feminist Review, No. 15, November 1983.
C. Beasley, What is feminism? An introduction to feminist thought (1999), Chap. 1, 2 & 5.

**Additional Reading:**

K. Bhavnani & M. Coulson, 'Transforming socialist feminism: the challenge of racism', in H. Mirza (ed), Black British Feminism (1997).
S. Walby, The Future of Feminism (2011).
B. Arneil, Politics and Feminism (1999), Chap. 1, 5 & 6.
J. Bourne, Towards an Anti-Racist Feminism, Institute of Race Relations (1984).
S. Bruley, Women in Britain since 1900 (1999), Chap. 6.
V. Bryson, Feminist Debates: issues of theory and political practice (1999), Chap. 1 & 2.
V. Bryson, Feminist Political Theory: An Introduction (2003), Chaps. 8 – 10 & 14.
B. Caine, English Feminism 1780-1980 (1997), Chap. 1 & Afterword.
D. Coole, Women in Political Theory: from ancient misogyny to contemporary feminism (1993), Chap. 10.
N. Cott, 'Feminist theory and feminist movements: the past before us', in J.
'Feminism 2000: One Step Beyond?' Feminist Review No. 64, Spring 2000.
S. Grey & M. Sawer (eds), Women's Movements Flourishing or in Abeyance? (2008).
J. Hannam, Feminism (2012).
P. Hill Collins, Black Feminist Thought (1991), Chaps. 1,2 & 7.
A. McRobbie, The Aftermath of Feminism: Gender, Culture and Social Change (2009).
H.S. Mirza, Black British Feminism: A Reader (1997).
J. Mitchell & A. Oakley (eds), What is feminism? (1986).
J. Pilcher, '"I'm not a feminist, but": understanding feminism', Sociology Review, Vol. 3, no. 2, 1993.
L. Nicholson, Gender and History: the limits of social theory in the Age of the Family (1986), Chap. 1-2
J. Somerville, Feminism and the Family: politics and society in the UK and USA (2000), Chap. 1 & 8.
R. Tong, Feminist thought: a comprehensive introduction (1986), Chap. 1-3 & 6.
N. Walter, The New Feminism (1999). Chap. 1.
K. Woodward, A Short Guide to Gender (2011)

**WEEK 3** (Gender Theories)

**Reading:** S.Walby Gender Transformations (1997) Chapter 7
        R.W Connell Change Among the Gatekeepers: Men,Masculinities and Gender Equality in the Global Arena, *Signs* (Spring, 2015)

**Seminar/Workshop Tasks:**
Working in groups answer the following questions:

1.  What is the difference between gender and feminist theory?
2.  Highlight the main differences between Walby and Connell.
3. Are women and men (or girls and boys) born different, made different through socialisation or is difference a product of specific contexts and interactions?

+ Confirmation of groups and how to write your group blog

**Seminar/Workshop Reading:**
A. Roth Walsh (ed), Women, Men and Gender: Ongoing Debates (1997), Part 1.
R. Tong, Feminist thought: a comprehensive introduction (1986), Chap. 4.
L. Segal, Why feminism? (1999), Chap. 2.

**Specific Reading:**
J. Acker, 'Making Gender Visible', in R. Wallace (ed), Feminism and sociological theory (1989).
H. Afshar & M. Maynard (eds), The Dymanics of 'Race' and Gender – Some Feminist Interventions (1994).
B. Arneil, Politics and Feminism (1999), Chap. 7.
V. Bryson, Feminist Debates: issues of theory and political practice (2003), Chap. 3.
R. Connell, Gender and Power (1987), Chap. 2 & 3.
R. Connell, The Men and the Boys (2000).
A. Davis, Women, Race and Class (1982)
J. Lorber & S.A. Farrell, The Social Construction of Gender (1991).
H. McCarthy, 'Gender Equalities' in P. Thane (Ed), Unequal Britain: Equalities in Britain Since 1945 (2010).
J. Marchbank & G. Letherby, Introduction to Gender: Social Science Perspectives (2007), Chap. 4
A. Phoenix, 'Theories of gender and black families', in H. Mirza (ed), Black British Feminism (1997).
A. Roth Walsh (ed), Women, Men and Gender: Ongoing Debates (1997), Part 1.
S. Walby, Gender Transformations (1997), Chap. 7.
S. Walby, Theorising Patriarchy (1991), Chap. 1, 7 & 8.
K. Woodward, A Short Guide to Gender (2011)

**WEEK 4** (Gender and Masculinity)

**Reading:** Conell, R & Messerschmidt, J.W 'Hegemonic Masculinity Rethinking the concept', *Gender & Society* (2005)

**Seminar/Workshop Tasks:**
Working in groups answer the following questions:

1. What are the key elements in the construction of masculinity?
2. Identify ways in which the traditional concept of masculinity is now perceived to be under threat.
3. Why are Asian men largely absent from discussions around masculinity?

+ Confirmation of groups and how to write your group blog

**Seminar/Workshop Reading:**
Archer, L.(2001) 'Muslim Brothers, Black Lads, Traditional Asians': British Muslim young men's constructions of race, religion and masculinity, *Feminism and Psychology*, 11(1), 79-105.
M. Berger, B. Wallis & S. Watson (eds), Constructing Masculinity (1995), Introduction.
R. Chapman & J. Rutherford (eds), Male Order: Unwrapping masculinity (1988).


**Additional Reading:**
N. Charles, Gender in Modern Britain (2002), Chaps. 5, 6 & 9.
A. Clare, On Men: Masculinity in Crisis (2001)
R. Connell, Masculinities (1995), Chap. 3.
R. Connell, The Men and the Boys (2000).
S. Dudink, K. Hagemann and A. Clark (eds), Representing Masculinity: Male Citizenship in Modern Western Culture (2012).
N. Edley & M. Wetherell, 'Masculinity, power and identity', in M. Mac An Ghaill, The Making of Men (1994).
J. Hearn, 'A crisis in masculinity or new agendas for men?' in S. Walby (Ed), New Agendas for Women (1999) online source:
http://www.cromenet.org/crome/crome.nsf/resources/75095872feac8d90c2256b84004161f7/$file/32en_mas.htm
J. Heartfield, 'There is No Masculinity Crisis', in Genders Online Journal 35 2002 (online journal http://www.genders.org/g35/g35_heartfield.html)
M. Mac an Ghaill & C. Haywood, Men and Masculinities (2003).
J. MacInnes, The End of Masculinity (1998), Chaps. 3 & 4.
C. Mihill, 'New man still shunning equal share of chores', The Guardian 8 September 1997.
D. Morgan, Discovering Men (1992), Chap. 1 & 9.
S. Oskamp & M. Costanzo (eds), Gender issues in contemporary society (1993), Chap.5.
C. Vance, 'Social construction theory and sexuality' in M. Berger, B. Wallis & S. Watson (eds), Constructing Masculinity (1995).




**WEEK 5   Self Directed Study Week: No lecture. No seminar/workshop.**



**WEEK 6: (Gender and Politics)**

**Seminar Documents:**
1. T. Hunter, 'After forty years, 28 Women MPs', (1958), (from M. Stott (ed), Women Talking: an anthology from the Guardian Women's Page 1922-35, 1957-71 (1987).
2. The Hansard Society, Woman at the Top 2012 Report (January, 2012).


**Key Website:** www.fawcettsociety.org.uk

**Seminar/Workshop Task:**
1. Group presentation based on seminar documents

The class will give feedback to the presenting group on both the content of their report and their

presentation skills.  Themes to consider in class for broader discussion and further reading to include:
(i) Identify the major obstacles facing women who wish to pursue a career in local and national politics in Britain.
(ii) What impact do you think women MPs should or could make towards the removal of gender inequalities in society?
(iii) What steps can be taken to ensure adequate female representation in politics?

**Seminar/Workshop reading:**
D. Abbott & C. Wallace, An Introduction to Sociology: feminist perspectives (1997), Chap. 10
C. Beaumont, 'Housewives, Workers and Citizens: Voluntary Women's Organisations and the Campaign for Women's Rights in England and Wales during the Post-War Period', in N. Crowson, M. Hilton & J. McKay (eds), NGOs in Contemporary Britain: Non-State Actors in Society and Politics Since 1945 (2009).
N. Charles, Gender in Modern Britain (2002), Chap. 8.

**Additional Reading:**
C. Beaumont, 'The Women's Movement, Politics and Citizenship, 1918-1950s', in I. Zweiniger-Bargielowska (ed), Women in Twentieth Century Britain (2001).
C. Beaumont, Housewives and Citizens: Domesticity and the Women's Movement in England, 1928-64 (2013).
V. Bryson, Feminist Debates: issues of theory and political practice (1999), Chap. 4 & 5.
N. Charles, Feminism, the state and social policy (2000), Chap. 4.
S. Childs, J. Lovenduski & R. Campbell, Women at the Top 2005: Changing Numbers, Changing Politics (Hansard Soceity, 2005)
S. Childs, 'A British Gender Gap? Gender and Political Participation', The Political Quarterly, 75 (4), 2004.
S. Childs, New Labour's Women MPs: Women Representing Women (2004)
S. Childs, 'A feminised style of politics?  Women MPs in the House of Commons', British Journal of Politics and International Relations, Vol. 6, No. 1 (2004).
R. Connell, Gender and Power (1987), Chap. 12.
F. da Haan, Women's Activism: Global Perspectives from 1890s to the present (2012).
J. Hannam, 'Women and Politics', in J. Purvis (ed), Women's History Britain (1995).
B. Harrison, 'Women in a Men's House: the women MPs, 1919-1945', The Historical Journal, Vol. 29, no. 3, 1986.
H. Jones, Women in British Public Life, 1914-1950 (2000), Chap. 1, 8 & 9.
J. Purvis & M. Joannou (eds), The Women's Suffrage Movement (1998).
S. Kingsley Kent, Gender and Power in Britain, 1640-1990 (1999), Chap. 14.
R. Lister, Citizenship: Feminist Perspectives (2003), Chap. 6.
J. Marchbank & G. Letherby, Introduction to Gender: Social Science Perspectives (2007), Chap. 8.
J. Pilcher, 'The gender significance of women in power: British women talking about Margaret Thatcher', European Journal of Women's Studies, Vol. 2, no. 4, 1995.
J. Pilcher, Women in Contemporary Britain (1999), Chap. 9.
M. Pugh, Women's Suffrage in Britain 1867-1928 (1980)
N. Puwar, 'Gender and Political Elites: women in the House of Commons', Sociology Review, Vol. 7, no. 2, 1997.
S. Sagger, Race and Politics in Britain (1992)
V. Randall, Women and Politics (1987), Chap. 3.
M. Scott, 'Women and Local Government - Dialogue, Deliberation and Diversity', in E. Breitenbach et al (eds), The Changing Politics of Gender Equality in Britain (2002).
H. Smith, 'The Women's Movement, Politics and Citizenship, 1960s-2000', in I. Zweiniger-Bargielowska (ed), Women in Twentieth Century Britain (2001).
J. Somerville, Feminism and the Family: politics and society in the UK and USA (2000), Chap. 3.
P. Thane, 'What difference did the vote make?' in A. Vickery (ed), Women, Privilege and Power (2001).

**WEEK 7** (Gender and paid/unpaid work)

**Seminar Document:**
'Not Having it All: How motherhood reduces women's pay and employment prospects', Jessica Woodroffe, Fawcett Society, July 2009

Focus on Gender: 'Lifestyles: women do more chores than men' (Office National Statistics, 2004).


**Key Website:** www.fawcettsociety.org.uk

**Seminar/Workshop Task:**
1. Group presentation based on seminar documents

The class will give feedback to the presenting group on both the content of their report and their presentation skills. Themes to consider in class for broader discussion and further reading to include:
(i) Why do you think women are often paid less than men?
(ii) Suggest two legislative reforms which would enhance the experience of paid work for women.

2. To what extent have gender roles within the home changed since 1913?
3. Do you think women should be paid for housework? Justify your view.


**Seminar/workshop reading:**
J. Grigg, Collapsing Careers (2007)
M. Evans, Gender and Social Theory (2003), Chap. 2.
J. Marchbank & G. Letherby, Introduction to Gender: Social Science Perspectives (2007), Chap. 14


**Additional Reading:**
D. Abbott & C. Wallace, An Introduction to Sociology: feminist perspectives (1997), Chap. 8.
L. Adkins, Gendered Work: sexuality, family and the labour market (1995), Chap. 1, 2 & 5.
D. Beddoe, Back to home and duty (1989), Chap. 3.
H. Bradley, Gender and power in the workplace: analysing the impact of economic change (1999).
N. Charles, Feminism, the state and social policy (2000), Chap. 5.
N. Charles, Gender in Modern Britain (2002), Chap. 2.
J. Cleveland, Women and men in organisations: sex and gender issues at work (2000).
R. Crompton, Women and work in modern Britain (1997).

A. Game, Gender at work (1983), Chap. 1, 4 & 7.
J. Humphries, 'Women and paid work', in J. Purvis (ed), Women's History Britain (1995).
A. Hunt, 'Women and paid work: issues of equality: an overview', in A. Hunt (ed), Women and paid work: issues of equality (1988).
J. Jacobs, Gender inequality at work (1995), Chap. 1 & 14.
R. Lister, Citizenship: Feminist Perspectives (2003), Chap. 5.
D. McCloskey, 'Paid work', in I. Zweinger Bargielowska (ed), Women in twentieth century Britain (2001).
S. Oskamp & M. Costanzo (eds), Gender issues in contemporary society (1993), Chap. 7.
J. Pilcher, Women in Contemporary Britain (1999), Chap. 3.
T. Rees, 'The politics of 'mainstreaming' gender equality', in E. Breitenbach et al (eds), The Changing Politics of Gender Equality in Britain (2002).
A. Roth Walsh (ed), Women, Men and Gender: Ongoing Debates (1997), Part VI.
S. Walby, Gender Transformations (1997), Chap. 2.
S. Walby, Theorising Patriarchy (1991), Chap. 2.

**WEEK 8** (Gender, Race and Culture)

**Seminar Document:** 'Intersectional Feminism. What the hell is it? And why should you care?'
*The Telegraph,* Jan 2014

http://www.telegraph.co.uk/women/womens-life/10572435/Intersectional-feminism.-What-the-hell-is-it-And-why-you-should-care.html

**Key Website:** https://everydayfeminism.com/

**Seminar/Workshop Task:**
1. What is intersectionality? What are its black feminist origins?
2. How can we make sense of intersectionality in our day to day lives?
3. Can we see intersectionality reflected in culture? If so, where?

**Seminar/workshop reading:**

A, Brah and A, Phoenix (2004) Ain't I a woman? Revisiting intersectionality' Journal of International Women's Studies, Vol (5). 3 75: 86

**Additional reading:**

A. Garcia Contested Images: Women of Color in Popular Culture (2012)
A.M Hancock, Intersectionality: an intellectual history (2016)
P.H Collins and S.Bilge, Intersectionality (2016)
P.H Collins, Black feminist thought: Knowledge, consciousness and the politics of empowerment (2008)
K. Cho. K.W Crenshaw & L. McCall (2013) Intersectionality: Theorizing Power, Empowering Theory, Signs Vol. 38, No. 4, Summer 2013
C.T Mohanty, Feminism Without Borders: Decolonizing Theory, Practicing Solidarity (2003)
b.Hooks, Feminist Theory: From Margin to Centre (1981)
K. Bhopal & J.Preston, Intersectionality and "Race" in Education, (2012)
R.Josselson & M.Harway Navigating Multiple Identities  Race, Gender, Culture, Nationality and Roles, (2012)
G.Andaluza, The Gloria Andaluza Reader (2009)
A. Garcia, Chicana feminist thought, (1997)
U. Narayan, Dislocating Culture: Identities, Traditions and Third World Feminism, (1997)

**WEEK 9** (Gender and Crime)

**Seminar Document:**

Extract from Statistics on Women and the Criminal Justice System 2015 (Ministry of Justice, 2016), Summary + Chaps. 1-3.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/572043/women-and-the-criminal-justice-system-statistics-2015.pdf

**Key website:** Institute for Criminal Policy Research
http://www.icpr.org.uk/publications-team/gender-and-crime.aspx

**Seminar/Workshop Task:**

1. Group presentation based on seminar documents

The class will give feedback to the presenting group on both the content of their report and their presentation skills.  Themes to consider in class for broader discussion and further reading to include:
(i) Do women break the law for the same reasons as men?
(ii) Why are there differences in the sentencing of females and males?

+ CW1 Generic Feedback

**Seminar reading:**
Heidensohn & M. Silvestri, 'Gender and Crime', in M. Maguire, R. Morgon & R. Reiner (eds), <u>The Oxford Book of Criminology</u> (2012).
<u>http://www.academia.edu/2573801/Gender_and_Crime_in_Oxford_Handbook_of_Criminology_2012_</u>

**Additional Reading:**
J. Belkings, <u>The Invisible Woman</u> (3<sup>rd</sup> edition, 2007).
P. Carlen (ed), <u>Women and Punishment: the Struggle for Justice</u> (2002).
H. Croall, <u>Crime and British Society</u> (1998), Chapter 8.
Commission on Women and the Criminal Justice System, <u>Interim Report on Women and Offending,</u> (The Fawcett Society, 2003).
K. Daly, <u>Gender, Crime and Punishment</u> (1994).
R. Emerson Dobash,  R. P. Dobash & L. Noaks (eds), <u>Gender and Crime</u> (1995).
<u>Engendering Justice: From Policy to Practice: Final Report of the Commission on Women and the Criminal Justice System</u> (May 2009)
http://www.fawcettsociety.org.uk/documents/Commission%20report%20May%202009.pdf
F. Heidensohn, 'Gender and Crime', in M. Maguire, R. Morgan & R. Reiner (eds), <u>The Oxford Handbook of Criminology</u> (1994).
F. Heidensohn, <u>Women and Crime</u> (2<sup>nd</sup> edition, 1996)
F. Heidensohn, <u>Sexual Politics and Social Control</u> (2000).
M. Hough & C. Hedderman, Does the Criminal Justice System Treat Men and Women Differently? (HMSO, Research and Statistics Department) Statistics Reference Collection. (pamphlet in open box file of pamphlets).
J. Marchbank & G. Letherby, <u>Introduction to Gender: Social Science Perspectives</u> (2007), Chap. 17
T. Newburn & E.A. Stanko (eds), <u>Just Boys Doing Business? Men, Masculinities and Crime</u> (1994).
C. Pantazis & D. Gordon, 'Television Licence Evasion and the Criminalisation of Female Poverty, <u>The Howard Journal</u> 36, 2, 1997, pp. 170-186.
<u>C. Smart, Feminism and the Power of Law</u> (1989).
M. Silvestri & C. Crowther-Dowey, <u>Gender and Crime</u> (2008).
S. Walklate, <u>Gender Crime and Criminal Justice</u> (2001), Chapter 6.

**WEEK 10** <u>(Gender and the Media)</u>

**Seminar Documents:**
'Mother's Place is in the Home' <u>Woman</u> 17 July 1937 **AND** 'What is a Wife?' *Woman* 27 April, 1963 **AND** front cover *Glamour Magazine* December 2009.

**Key online article**:  How Women Are Portrayed in Media: Do You See Progress?
http://www.huffingtonpost.com/caroline-turner/how-women-are-portrayed-in-media_b_9320666.html

**Seminar/Workshop Task:**
1. Group presentation based on seminar documents

The class will give feedback to the presenting group on both the content of their report and their presentation skills. Themes to consider in class for broader discussion and further reading to include:
(i) To what extent has the portrayal of women in the media changed since the 1960s?
(ii) Identify three examples of difference in the portrayal of male and female characters in soap operas/TV dramas/advertisements/Hollywood movies.
(iii) In reference to the key online article above, discuss the question if you see progress in the portrayal of women in film and television?

**Seminar/workshop Reading:**
N. Richardson, Gender and the Media: Key Concerns in Media Studies (2014), Part 1: Chaps. 2 & 3.


**Additional Reading:**

K. Kay, 'Gazing Grey: The shading of female sexuality', Intensities: Journal of Electronic and Cult Media (2016)
R. Allen, To be continued..-soap operas around the world (1995), Chap. 2.
M. Brown, Soap operas and women's talk: the pleasure of resistance (1994), Chap. 1, 3 & 9.
M. G. Carstarphen & S.C. Zavoina, Sexual rhetoric: media perspectives on sexuality, gender and identity (1999).
R. Connell, Gender and Power (1987), Chap. 8.
G. Dines & J.M. Humez, Gender, race and class in media: a text reader (2003).
M. Ferguson, Forever Feminine: women's magazines and the cult of femininity (1983).
R. Ferguson, Representing 'Race': ideology, identity and the media (1998)
M. Gallagher, Gender Setting: New agendas for media monitoring and advocacy (2001).
C. Geraghty, Women and soap opera: a study of prime time soaps (1991), Chap. 3, 4 & 7.
Gillwald & J. Owen, 'Gender, the media and democracy.', SASH September 1992
J. Hollows, Feminism, femininity and popular culture (2000), Chaps. 2, 5 & 9.
M. Mac an Ghaill & C. Haywood, Gender, Culture and Society (2006).
J. Marchbank & G. Letherby, Introduction to Gender: Social Science Perspectives (2007), Chap. 18.
J. Pilcher, Women in Contemporary Britain (1999), Chap. 7.
D. Rodgers, 'Daze of our lives: the soap opera as feminine text', in G. Dines & J. Humez, Gender, race and class in media (1995).
K. Ross & A. Sreberny-Mohammadi, 'Playing House – Gender, Politics and the news media in Britain', Media, Culture and Society, Vol. 19, no. 1, 1997.
N. Walters, Living Dolls: the return of sexism (2011).
C. White, Women's Magazines 1693-1968 (1970).
J. Winship, Inside Women's Magazines (1987), Chap. 2, 4, 6, 8 & 9.
N. Wolf, The Beauty Myth (1992).


**WEEK 11** (Gender and the Internet)

**Seminar Documents:** Professor Mary Beard on internet harassment/sexism
http://www.newyorker.com/magazine/2014/09/01/troll-slayer

**Key online article**: The Internet's destructive gender gap: Why the Web can't abandon its misogyny
http://www.salon.com/2014/04/10/the_internets_destructive_gender_gap_why_the_web_cant_abandon_its_misogyny_partner/

**Seminar/Workshop Task:**
1. Group presentation based on seminar documents

The class will give feedback to the presenting group on both the content of their report and their presentation skills. Themes to consider in class for broader discussion and further reading to include:

(i) Why do you think that women who speak up on issues of gender equality on social media have been the victims of internet trolls?

(ii) Do you think online spaces reinforce or challenge ideas about gender and race? Discuss how.

**Seminar/workshop Reading:** N.Richardson and S.Wearing 'New Media and 'Performing Gender': Online Dating' in Gender in the Media (2014) Chapter 7

**Additional Reading:**

L.Penny, Cybersexism: Sex, Gender and Power on the Internet (2013)

M.Consalvo and S.Paasonen, Women and Everyday Uses of the Internet (2002)

N.V Doorn and L.V.Zoornen 'Theorising gender and the Internet. Past, present and future' in A.Chadwick and P.N. Howards Routledge Handbook of Internet Politics (2009) Chapter 19

J.Bromseth and J.Sunden 'Queering Internet Studies: Intersections of Gender and Sexuality' in R.Burnett, M.Consalvo & C.Ess The Handbook of Internet Studies (2010) Chapter 13

K.Raghuandan 'Young People in the Digital Age: The Metrics of Friendship' in T.Skelton Geographies of Children and Young People (2016)

J.Daniel Cyber Racism: White Supremacy Online and the New Attack on Civil Right (2009)

B.Ebo, Cyberghetto or cybertopia? Race, Class and Gender on the Internet (1998)C.Cole.

T.Manuh, S.Meischer ,'The Production of Gendered Knowledge in the Digital Age' in Africa After Gender? (2007)

Last Week Tonight with John Oliver: Online Harassment HBO https://youtu.be/PuNIwYsz7PI 21st June 2015

L.Nakamura Cybertypes: Race, Ethnicity and Identity on the Internet (2013)

A.D Crossley Finding Feminism: Millennial Activists and the Unfinished Gender Revolution (2017)

M.T Pham Asians Wear Clothes on the Internet: Race, Gender, and the Work of Personal Style Blogging (2015)

J.Davidson Sexting: Gender and Teens (2014)

# 11. Student Evaluation

**Gender Difference and Equality Student Evaluation 2016/17**

The module was taught by Dr Jaya Gajpuria an hourly paid lecture in 2016/17 covering the teaching of Dr Caitríona Beaumont. Three students responded to the questionnaire. With such a low number of respondents it is difficult to present any meaningful statistical data here. However in comments the students stated that the topics were good and the lecturer had passion for the subject area. Concerns were expressed about the ability to contact the tutor, lack of student support and the need for more challenging

and useful seminars. There also appears to have been some confusion regarding the assessment for the module which impacted negatively on some students.

For the academic year 2017/18 the module is being taught by Dr Kavyta Raghunandan. Dr Raghunandan has been fully briefed on the module by Dr Beaumont and so issues surrounding assessment and seminar have been addressed. Dr Raghunandan will ensure she is available before and after the class to speak to students requiring additional support and more formal appoints can be made when necessary.

Dr Caitríona Beaumont
September 2017

## APPENDIX ONE

### Guidelines for essay writing

## Essay Preparation

# The Question

**Read the question with care**
**Underline the key words**
**See the meaning of the question**

# In Rough

**Write ideas and supporting evidence (people, events, dates, concepts, ideas) relevant to the question**
**Review your notes and order your ideas and evidence**
**Decide on an overall summary of your arguments**

# Write

**Write your summary in the introduction**
**Write no more than one idea/argument (with supporting evidence) in each paragraph**
**Write your argument/judgement/idea as the first sentence of each paragraph**
**Take care to express yourself with clarity**

**Ensure that spelling and grammar are correct**
**Ensure that references are provided and listed in the correct format**
**Ensure that you provide a full bibliography in the correct format**

Source: G. Pleuger, Undergraduate History Study – the guide to success (1997)

**LENGTH:**     **1, 500 words max**

**DEADLINE:**    **Thursday 2nd November 2017**

*SELECT **ONE** OF THE FOLLOWING QUESTIONS RELATING TO PART 1 OF THE MODULE. PLEASE NOTE REFERENCES AND BIBLIOGRAPHY MUST BE IN THE CORRECT FORMAT. SEE YOUR MODULE GUIDE FOR ESSAY GUIDELINES.*

1. 'Gender is constantly created and re-created out of human interaction, out of social life, and is the texture and order of that social life.  Yet gender, like culture, is a human production that depends on everyone constantly "doing gender"'. (Lorber: 1980, p. 112).  Discuss this statement.

2. Although the distinctions are far from clear-cut, what are the three major distinctions that have been found within feminism? How do these help to understand and eliminate gender inequalities?

3. In your view, 'Has feminism had its day?' (Walter: 1998, p. 1). Discuss this in relation to the history of the feminist movement which has campaigned for gender equality since the 1920s and the current debates on feminism.

4. How justified is the criticism that many feminist writers have overlooked the experiences of non-white women?

5  How relevant is Connell's Hegemonic Masculinity Thesis in our understanding of gender?

6  Explain the key ideas and debates that define black feminist thought.

**PLEASE NOTE THAT READING FOR EACH ESSAY TOPIC IS LISTED UNDER THE RELEVANT SEMINAR TOPIC CONTAINED IN THE MODULE GUIDE**

# APPENDIX TWO

**Guidelines for group seminar document presentations**

*PLEASE NOTE THAT YOU ARE REQUIRED TO MAKE ONE FIFTEEN MINUTE GROUP SEMINAR PRESENTATION OVER THE COURSE OF THE MODULE BASED ON THE SEMINAR DOCUMENT/S SELECTED BY YOUR GROUP.  SELECTION OF DOCUMENTS AND GROUP ALLOCATION WILL BE MADE IN WEEK 2.  THE DOCUMENT/S CHOSEN FOR THE PRESENTATION MUST BE THE SAME DOCUMENT/S YOU CHOOSE FOR YOUR ASSESSED SEMINAR REPORT TO BE SUBMITTED BY EACH INDIVIDUAL STUDENT.*

*EACH GROUP IS REQUIRED TO WRITE A BLOG UPDATING THE CLASS ON THE PROGRESS OF THEIR GROUP WORK WHICH WILL BE UPLOADED ONTO THE MODULE VLE MOODLE SITE AND DISCUSSED IN WEEKLY SEMINARS.*

**When writing your seminar presentation based on one week's seminar document/s the group is required to:**
1. Provide a short summary of the content of the document
2. Note and comment on the date of publication of the document and discuss the wider social, economic and political context in which the document was published
3. Consider the motives of the author/authors in publishing the document, the evidence they use and the recommendations they make
4. Make some comment on the target audience for the document
5. Comment on the usefulness (or not) of the document for our understanding of gender difference and equality making links with existing theoretical debates where appropriate.

**Tips for a good seminar presentation:**
1. Your group must meet a number of times before the date of your presentation to ensure that the work is allocated between members of the group and decisions are made about who will present different sections of the presentation.  **ANY PROBLEMS WITH REGARD TO GROUP DYNAMICS OR NON-PARTICIPANTS SHOULD BE REFERRED TO THE MODULE CO-ORDINATOR**
2. Your presentation should not only be a good piece of written work but it must be informative and interesting to your fellow students
3. Ensure that your presentation is FIFTEEN MINUTES LONG no more and no less.  The only way to test this is to **practice your paper before the seminar** making sure you can read it in fifteen minutes.  Reading your paper out loud as a group before your presentation will also give you a lot of confidence.
4. Speak in a slow, audible voice and look at your audience during your presentation to engage them in the discussion.
5. Use visual aids if possible for example overhead slides, charts, visual images, handouts etc.
6. Keep your paper clear and to the point.
7. End with a confident and convincing conclusion.

# APPENDIX THREE

**Guidelines for individual assessed seminar document reports**

*PLEASE NOTE THAT YOU MUST CHOOSE THE SAME DOCUMENT/S FOR YOUR ASSESSED REPORT AS THAT CHOSEN FOR YOUR GROUP PRESENTATION.*

**When writing your seminar report you are required to:**
1. Provide a summary of the content of the document
2. Note and comment on the date of publication of the document and discuss in detail the wider social, economic and political context in which the document was published
3. Consider the motives of the author/authors in publishing the document, the evidence they use and the recommendations they make
4. Make some comment on the target audience for the document
5. Comment on the usefulness (or not) of the document for our understanding of gender difference and equality making links with theoretical debates where appropriate.

**Please present your seminar report in the following format**
1. At the top of the first page, put the name of the author/s, the title of the document/s and the date of publication
2. Use double spacing
3. Use headings to address each of the five points listed above
4. Provide a conclusion
5. Provide a bibliography

*PLEASE NOTE THAT MARKS WILL BE LOST IF THE INSTRUCTIONS LISTED ABOVE ARE NOT FOLLOWED.*

Dr. Kavyta Raghunandan/September 2017