

MODULE SPECIFICATION FORM

Module Title: Gender, Sexuality and Writing	Level: 6	Credit Value: 20
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Module code: HUM605	Cost Centre: GAHN	JACS3 code: Q323
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Trimester(s) in which to be offered: 1	With effect from: September 2014
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Office use only: To be completed by AQSU:	Date approved: July 2014 Date revised: - Version no: 1
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Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating Academic Department: Creative Industries	Module Leader: Debbie Hayfield
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): Core for English and Optional for all other programmes
Scheduled learning & teaching hours: 60	
Independent study hours: 140	
Placement hours: 0	

Programme(s) in which to be offered: BA (Hons) English BA (Hons) English & Creative Writing BA (Hons) English and History	Pre-requisites per programme (between levels): None
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Module Aims:

This module aims to:

- Consider a range of texts from the late-19th to the late 20th century by both male and female writers within the contexts of contemporary debates about gender and sexuality
- Explore the changing representations of femininity and masculinity over this period and consider how they are unpinned by philosophical, social and political contexts.
- Explore such texts in the light of modern theoretical ideas about gender and sexuality.
- Critically analyse the relationship between gender and writing as the site of the struggle to redefine sexual and gender identities.

Intended Learning Outcomes:

At the end of this module, students will be able to:

1. Critically analyze the changing representation of gender and sexuality in literature from the late-19th to the end of the 20th century and analyze the ways these changes are informed by philosophical, social and political contexts (KS1,5,6,7)
2. Describe and critically analyze some of the theoretical ideas about gender and sexuality which can be applied to these literary texts. (KS1,5,6)
3. Critically evaluate selected texts to provide evidence of having developed skills of discriminating reading and focussed interpretation. (KS1,5,6,9)

Key skills (KS) for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self-management)*
10. *Numeracy*

Assessment:

Assessment One students will be required to undertake a critical analysis of two chosen texts informed by theoretical issues underpinning literary representation of gender and sexuality.

Assessment Two will be an unseen examination requiring students to provide responses to two questions about two texts chosen from a range, designed to demonstrate understanding of the ideas and issues covered, and ability to analyze in relation to specific material and texts.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	Essay	50%		3000
2	1,2,3	Examination	50%	2 hours	

Learning and Teaching Strategies:

Students will be given two introductory lectures which will provide them with an overview of the subject; and introduce them to a range of theoretical approaches to gender and sexuality which will underpin the study of the set texts.

Each text will be then be taught across two sessions and will consist of a lecture in the first session, and a seminar in the second. The lecture will provide the student with information about context, theoretical approaches and critical interpretations of the text. The seminar will consist of group discussion for which the student will be asked to prepare their response to the text and the ideas it raises.

Indicative Syllabus outline:

- A range of late-19th to late-20th century texts by male and female writers within the contexts of contemporary debates about gender and sexuality
- The focus will be on changing representations of femininity and masculinity over this period and consideration of the philosophical, social and political contexts in which they were produced.
- Exploration of these texts in the light of modern theoretical ideas about gender and sexuality such as queer theory and gender performativity.

Specific texts may vary from year to year but may include:

Oscar Wilde, *The Picture of Dorian Gray* (1990)

Thomas Hardy, *Jude the Obscure* (1895)

Kate Chopin, *The Awakening* (1899)

D H Lawrence, 'Tickets, Please', 'You Touched Me' and 'Monkey Nuts' and 'Fanny and Annie' from *England, My England* (1922)

May Sinclair, *The Life and Death of Harriet Frean* (1922)

Daphne du Maurier, *Rebecca* (1938)

Angela Carter, *The Passion of New Eve* (1977)
Margaret Atwood, *The Handmaid's Tale* (1985)
Jeanette Winterson, *The Passion* (1987)
Michel Faber, *The Crimson Petal and the White* (2002)

Bibliography:

Indicative reading

Bristow, Joseph, *Sexuality* (London & New York: Routledge, 1997)

Butler, Judith, *Gender Trouble: Feminism and the Subversion of Identity* (London & New York: Routledge, 1990)

Foucault, Michel, *The History of Sexuality Volume 1* (Harmondsworth: Penguin, 1978)

Toril Moi, *Sexual/Textual Politics* (London & New York: Routledge, 1985)

Showalter, Elaine, *Sexual Anarchy Gender and Culture at the Fin de Siècle* (London: Bloomsbury, 1991)

Electronic Resources

Voice of the Shuttle – <http://vos.ucsb.edu/>