

<b>Module Code:</b>	HUM638
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<b>Module Title:</b>	Gender, Sexuality and Writing
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<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GAHN	<b>JACS3 code:</b>	W800
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<b>Faculty:</b>	Arts, Science And Technology	<b>Module Leader:</b>	Debbie Hayfield
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Scheduled learning and teaching hours	24 hrs
Guided independent study	176 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	200 hrs

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
BA (Hons) Creative Writing	✓	<input type="checkbox"/>
BA (Hons) Creative Writing and English	✓	<input type="checkbox"/>
BA (Hons) Social and Cultural History and Creative Writing	<input type="checkbox"/>	✓

<b>Pre-requisites</b>
N/A

**Office use only**

Initial approval: 25/09/2018

Version no:1

With effect from: 01/09/2021

Date and details of revision:

Version no:

### Module Aims

- To consider a range of texts from the late-19<sup>th</sup> onwards by male and female writers within the contexts of contemporary debates about gender and sexuality
- To explore the changing ways in which writers have represented femininity and masculinity over this period and consider how they are affected by philosophical, social and political contexts.
- To explore such texts in the light of modern theoretical ideas about gender and sexuality.
- To explore the effects that the writer's specific methods of representing gender and sexuality has on the reader's interpretation.
- To encourage students to reflect on the significance of the representation of gender and sexuality within their own writing.

### Intended Learning Outcomes

#### Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

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

Key Skills

		Key Skills	
1	Evaluate the changing representation of gender and sexuality in literature from the late-19 <sup>th</sup> onwards and analyse the ways these changes are informed by philosophical, social and political contexts	KS1	KS3
		KS4	KS5
		KS6	KS9
2	Critically analyse the effects that the writer's specific methods of representing gender and sexuality has on the reader's interpretation, through close analysis of selected texts.	KS1	KS3
		KS4	KS5
		KS6	KS9
3	Produce a piece of writing which demonstrates their understanding of the impact representations of gender and sexuality has on characterisation	KS1	KS3
		KS4	KS5
		KS6	KS9

### Transferable skills and other attributes

Analytical skills, organisation, time-management, oral and written communication.

**Derogations**

None

**Assessment:**

Indicative Assessment Tasks:

Assessment One: Students will be required to undertake a critical analysis of one text studied on the module, which is informed by theoretical issues underpinning literary representation of gender and sexuality.

Assessment Two: Students will produce a portfolio consisting of their own writing which puts into practice what they have learned about how the representation of gender and sexuality affects characterisation; and a reflective piece about the methods used.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2	Essay	50		2000
2	3	Portfolio	50		2000

**Learning and Teaching Strategies:**

- Students will be given an introductory lecture 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.

**Syllabus outline:**

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

Oscar Wilde, *The Picture of Dorian Gray* (1890)  
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)  
Daphne du Maurier, *Rebecca* (1938)  
Margaret Atwood, *The Handmaid's Tale* (1985)  
Jeanette Winterson, *The Passion* (1987)

**Indicative Bibliography:**

**Essential reading**

Set texts

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