

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	Reading Gender and Sexuality
2	Module Code:	ENGL31514
3	Credit Points:	20
4	Duration:	Full year
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

### 8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	ENGL11411	Foundations of Literary Study
Pre		40 ENGL Level 2 credits

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
6	Option	FT/P T		All School of Arts and Humanities Courses for which English is an option

### 10 Overview and aims

The module will examine the politics and aesthetics of gender and sexuality in relation to the writing and reading of twentieth-century and contemporary literature. It will historicise and submit to sceptical analysis central concepts in the period's conceptualisations of fixed gender identities and sexual identities. Key terms will include: femininity, masculinity, androgyny, heterosexuality, homosexuality, bisexuality, transgender, ethnicity, 'difference'. These will be related to literary texts from a range of cultures and from three main periods: the early twentieth century, the mid-century, and the contemporary. The themes of the module will encourage students to develop a broader understanding of equality, diversity, difference and identity beyond the academic context.

### 11 Module content

The module will be delivered in thematic units, chronologically arranged but overlapping: Gender and Society (early 20th-century definitions of gender and sexological debates); the Sexual Subject in Society (the invention of discrete sexual categories conceptualised as identities and questioned by, e.g., the Kinsey Report; the representation of sexual subcultures); The Sexual Revolution (second-wave feminism, gay liberation); From Gay to Queer (unfixing identity, non-western contexts, post-Modernism, non-binary identity, queer, transsexuality).

The module is designed develop students' research skills and confidence in approaching complex material. To support students in this, each unit concludes with a consolidation session that is associated with a formative task, for which students reflect on the academic unit and collaborate on preparing a presentation on theory and analysis. Students are asked to condense a theoretical piece and communicate its main points in an accessible way. As well as relating theory to literary texts, students are encouraged to consider how theoretical material refines their understanding of sex, gender and sexuality more broadly. These formative tasks will: enhance students' confidence in approaching complex topics, develop students' ability to process material quickly and comprehensively, give students the opportunity to reflect on the ways theoretical work relates to their own cultural contexts.

## 12 **Indicative reading**

Please do not use the indicative reading list as a preliminary reading list. The preliminary reading lists will be made available towards the end of the preceding academic year.

### ANY EDITION OF THE FOLLOWING PRIMARY TEXTS

Hall, Radcliffe *The Well of Loneliness*

Woolf, Virginia *Orlando*

Baldwin, James *Another Country*

Plath, Sylvia *The Bell Jar*

Holleran, Andrew *Dancer from the Dance*

Piercy, Marge *Woman on the Edge of Time*

Kay, Jackie *Trumpet*

Mootoo, Shani *Cereus Blooms at Night*

### Secondary texts might include

Bristow, Joseph *Sexuality*. London: Routledge, 1997

Butler, Judith *Gender Trouble: Feminism and the Subversion of Identity*. London: Routledge, 1990

Doan, Laura *Fashioning Sapphism: The Origins of a Modern English Lesbian Culture* Columbia University Press, 2001

Nye, Robert A. *Sexuality*. Oxford: Oxford University Press, 1999

Wilchins, Riki *Queer Theory, Gender Theory*. London: Alyson Publishers, 2004

### 13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

#### **Note about English learning outcomes**

Although the learning outcomes do not specify everything you learn on the module, they indicate the main areas it addresses and of which you should be aware.

While some learning outcomes may be specific to this module, those with alphanumeric labels at the end – (A1), (B3), etc. – map into the learning outcomes for English degree programmes. You can see these – and use them to trace your progress through the degree – by consulting the English learning outcomes map.

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**Knowledge and understanding.** After studying this module you should be able to:

- Apply critical understanding and knowledge of a wide and varied range of literary texts A1
- understand the relationship between literary texts and their historical and cultural locations A3
- Compare, evaluate and debate theoretical viewpoints A5
- originate well-informed and substantiated literary arguments A7

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**Skills, qualities and attributes.** After studying this module you should be able to:

- Show confidence in performing close textual analysis B1
- Apply advanced literacy and communication skills to appropriate contexts B3
- Acquire substantial amounts of complex information quickly and systematically B8

### 14 Teaching and learning

#### *Range of modes of direct contact*

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lectures will offer the intellectual infrastructure for the module, introducing a wide range of texts, which students will be expected to have read, absorbed and considered in relation to cultural, historical and theoretical contexts. Seminars will, through small-group discussion, develop students' ability to explore and evaluate the primary texts in relation to their contexts and will develop students' skills in critical, comparative close reading. They will thus prepare students for the process of

constructing their own well-informed literary arguments through discriminating analysis of existing debates, in their written work. During consolidation sessions students will participate in group presentations that will develop their oral and written communication skills as well as providing the opportunity to work collaboratively.
Total contact hours: 52
<b>Range of other learning methods</b> This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
Directed reading: students will be required to read a good range of substantial literary texts, and will be directed towards relevant and significant theoretical texts via the NOW site. Independent study and research is central to the module's learning methods. Students will need to familiarise themselves with relevant critical, cultural and historical readings.
Total non-contact hours: 148

<b>15 Assessment methods</b>			
This indicates the type and weighting of assessment elements and sub-elements in the module			
<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>
1	100%	End Test	Take-Home Test
<b>Diagnostic/formative assessment</b>			
This indicates if there are any assessments that do not contribute directly to the final module mark			
Students will be set a programme of seminar preparation tasks that may include class-led discussions, critical reflections, essay-planning and brief written exercises.			
<b>Further information on assessment</b>			
This section provides further information on the module's assessment where appropriate			
Regular formative tasks will prepare students to approach the final assessment with confidence. These tasks will develop a range of skills: the ability to condense complex information and communicate this concisely; the ability to apply theoretical material to literary texts, as well as their own cultural contexts; experience of working collaboratively within a set space of time on a particular task; experience of processing collaborative verbal work into concise written reports.			

<b>Document management</b>	
16	Module Title: Reading Gender and Sexuality
17	Module Code: ENGL31514

18	Subject (JACS) Code:	Q300										
19	Cost Centre:	138										
20	School:	AADH										
21	Academic Team:	EMC										
22	Campus:	Clifton										
23	Other institutions providing teaching:	<i>Please complete in box 23 a-d - if applicable</i>										
		<table border="1"> <thead> <tr> <th>Institution</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23b Other public organisation in the UK- Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23c Other private organisation in the UK - Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23d Any other Non-UK organisation - Percentage not taught by NTU</td> <td></td> </tr> </tbody> </table>	Institution	%	23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		23b Other public organisation in the UK- Percentage not taught by NTU		23c Other private organisation in the UK - Percentage not taught by NTU		23d Any other Non-UK organisation - Percentage not taught by NTU	
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24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):											