UNIVERSITY OF
WEST LONDON
The **Career** University

Module Study Guide

Academic Year 2022–2023

Academic Partner: Marbella International
University Centre

Gender, Politics and the Media

Level: 7

Credits: 10 UK Credits (5 ECTS)

Table of contents

Key team contact details

Module Leader	Juho Ahava
Subject Area & School/College	International Relations
Academic Partner Institution	Marbella International University Centre (MIUC)
Email	juho@miuc.org
Phone	+34 952 86 00 00
Location	MIUC

Module Tutor	N/A
Email	
Phone	
Location	

Module/Course Administrator	Jelena Krajacic
Email	jelena.krajacic@miuc.org
Phone	+34 952 86 00 00
Location	MIUC

Subject Librarian	Teresa Muñoz-Écija
Email	library@miuc.org
Phone	+34 952 86 00 00
Location	MIUC

The Course Leader overseeing this module is Ming-Jin Jiang, and can be contacted at ming-jin@miuc.org

The Dean responsible for this module is Beata Froehlich, and can be contacted at beata@miuc.org

The External Examiner responsible for this module is Dr Keith Salmon (Reader, University of Hertfordshire) for International Business and International Relations courses and Dr. Ana Gaio (Programme Director MA Culture, Policy and Management, City University of London) for Marketing and Advertising course.

The Academic Partner Link-Tutor responsible for this module is Brenda Theodore-Marks (for International Business and International Relations courses) and Matilde Nardelli (for Marketing and Advertising course), and can be contacted at Brenda.Theodore-Marks@uwl.ac.uk and Matilde.Nardelli@uwl.ac.uk

1   Module overview

1.1 Introduction

This module aims to engage students in a critical assessment of politics and media as gendered disciplines. It employs a gender perspective to ask questions about how media representations become political when they reinforce or subvert social roles and ideologies; what the role of the media in gendering political and social processes is; how gender is mediated and becomes a political issue. The module is divided into three main parts. First, different concepts and methods are discussed, including the concepts of gender and sexuality; intersectionality; feminisms; power, politics, domination and oppression. Second, the module introduces students to Body Politics, including the topics of heteronormativity and sexuality, reproductive rights, or gender violence. Third, the module discusses gender in different levels of international relations through empirical case studies. These topics include: Political Economy and issues of production; Civil Society and Feminist organising; Participation and Representation; and Equality and Citizenship.

1.2 Module summary content and aims

The module aims to:
   • engage students in a critical assessment of politics and international relations as gendered disciplines
   • discuss concepts and methods related to gender and politics, including gender and sexuality, intersectionality, feminism, power, politics, domination and oppression
   • introduce students to Body Politics, including the topics of heteronormativity and sexuality, reproductive rights, or gender violence
   • discuss gender in different levels of international relations through empirical case studies, including Political Economy and issues of production; Civil Society and Feminist organising; Participation and Representation; and Equality and Citizenship

Expectations

Specific expectations students can have of tutors:

- Constructive formative feedback on draft for the assessment (not including written examination, oral assignment).
- Slides and learning materials made available on the learning platform.
- Assessment marks and summative feedback given within fifteen working days from the assessment submission deadline.

Specific expectations tutors will have of students:

- Attend all teaching and activity sessions.
- Behave professionally in classes and avoid disruption to class and other students.
- Inform module leader via email and fill out the absence notification/justification form online beforehand when not able to attend any classes.
- Participate and communicate professionally in class and with module leader.
- Attempt all assessments by submission deadline and communicate with the module leader if there are any extenuating circumstances to explore extensions requests and/or mitigation claims.

1.3 Learning outcomes to be assessed

At the end of the module, you will be able to:

LO1.   engage in a critical assessment of politics and media as gendered disciplines

LO2.   critically evaluate concepts and methods related to gender and media, including gender and sexuality, intersectionality, feminism, power, politics, domination and oppression

LO3.   investigate and research on Body Politics, including the topics of heteronormativity and sexuality, reproductive rights, or gender violence

LO4.   discuss and evaluate gender in different levels of media discourse through empirical case studies, including issues of production; Civil Society and Feminist organising; Participation and Representation; and Equality and Citizenship

1.4 Indicative Contact Hours

Teaching Contact Hours	56 hours
Independent Study Hours	44 hours
Total Learning Hours	100 hours

2 Assessment and feedback

2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback
A1: Written Assignment	2000 words (+/-10%)	40%	50	Week 14 (Date and Time TBC)	Via MIUC LMS (NEO) & 15 working days after the assessment
A2: Written Assignment	2500 words (+/-10%)	60%	50	Week 15 (Date and Time TBC)	Via MIUC LMS (NEO) & 15 working days after the assessment

Assessment Support

Assessment (insert below type of assessment as per the table above)	Teaching Weeks in which Assessment Support Takes Place (enter each week no. in a new row)	Outline of Type and Form of Assessment Support to be Provided	Student Preparation Required Prior to or After the Support Session	How will the Support Session be Delivered
A1: Written Assignment	Week 13	Feedback of the draft	Before: send the draft in week 13 After: implement the feedback provided	Via NEO LMS
A2: Written Assignment	Week 14	Feedback of the draft	Before: send the draft in week 14 After: implement the feedback provided	Via NEO LMS

2.2 Assessment brief – Assessments and learning outcomes

2.2.1 Assessment 1: Gender-Based Media Content Analysis (Written Assignment)

Throughout the module you will be required to analyse the content of a media outlet using a gender-based content analysis to investigate gender stereotypes in political media discourse.

The process of content analysis involves discerning meaning about attitudes, symbols, cultures and institutions from which inferences are ultimately drawn. The analysis is often not of the literal

description of the content, but rather the illumination of patterns and trends that are not immediately observable. Communication should always be considered in its social context, as it both shapes and is informed by wider processes within society. In this manner media outlets do not merely passively report upon the world, but they imbue it with meaning, fabricate it, shape perspectives and call the world into being. The aim of this assignment is to reveal gender power relations, ideology and gender role portrayals, including androcentric overrepresentation and sex stereotyping.

Many different types of content may be used for analysis. Most content analysis is textual document analysis, which analyses any type of printed materials, (e.g., newspapers, magazines, letters, books, testimony, governmental publications, statutes, etc.) but other sources (e.g., films, radio broadcasts, television programming, etc.) are also appropriate. In order to narrow down the focus of the analysis, for this assignment you will have to choose one media outlet and sample content that is relevant for a gender-based content analysis from an established timeframe that should not exceed one week.

As well as an introduction and a conclusion, the body paragraphs and analytical section of the Media Content Analysis should include:

- Surface descriptors of the selected communications and objects constructed in the articles;
- A gender-based content analysis of the tone and framing as a discursive strategy, including an analysis of article headlines and subheadings, and indicators of how visual representations are included in the communication, with the aim of analysing how ideas are generated, diffused and mobilized. This gender-based content analysis should revolve around themes covered throughout the module, including but not limited to:
  o Analysis of body politics and body image, including the representation of social control of bodies, institutional power or body objectification
  o Examinations on the representation of sexuality, heteronormativity
  o Analysis of intersectionality, identity, social hierarchy and inequality
  o Examinations of the communicative process around gender violence, privilege and oppression

Assessment criteria for Assessment 1 (LO1, LO2, LO3 and LO4 will be assessed)
This assessment will be marked according to the following criteria:
  ❖ **Knowledge and understanding (30%):** The student has an outstanding knowledge and understanding of the material and displays mastery of a complex and specialized area of knowledge, with exceptional critical awareness of current problems and new insights at the forefront of the academic discussion around gender and politics. Moreover the student demonstrates in depth and breadth of coverage, as well as awareness of the nature of the chosen topic.
  ❖ **Cognitive Skills (30%):** The student shows an outstanding ability to evaluate methodologies critically and to propose new hypotheses. The student is able to deal with a range of complex issues, making excellent judgements. The introduction to the Gender-Based Media Content Analysis should effectively introduce the topic that the student will address.
  ❖ **Practical and Professional Skills (30%):** Consistent high-level competence in the required specialised scholarly skills, with mastery in many areas and developed

understanding of professional contexts and expectations. The student is able to employ advanced skills to conduct research, displaying an exceptional grasp of techniques applicable to own research and advanced scholarship. The student shows originality in the application of knowledge and excellent understanding of how established techniques of enquiry create and interpret knowledge in the discipline. The student is able to evaluate critically, with exceptional insight, a range of literature related to the current research and advanced scholarship in the discipline. The student makes consistently excellent use of appropriate academic conventions and academic honesty. The student is able to consistently reference in accordance to Harvard style, including in-text referencing and full list of references. Moreover, the references reflect adequate reading and research from reliable academic sources.

- ❖ **Transferrable Key Skills (10%):** The Gender-Based Media Content Analysis presents minimal grammatical errors and uses a good writing style. The work consistently and accurately uses Harvard referencing style, including in-text citations and reference list.

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the MIUC LMS student guideline.

Formative Assessments

Formative Assessment 1: Media Gender-Based Content Analysis Plan

As part of the formative assessment for this module, students are required to submit a 2-page (600-800 words) Media Discourse Analysis plan by the end of week 7. This plan should include a comprehensive mapping of the relevant literature and the data collected for the analysis, including the media outlet and the timeframe selected by the student.

This detailed plan should include the following:

1. The title of the Media Content Analysis – think of a title that captures the main idea in your argument and the selected themes that you are seeking to critically address in the analysis.

2. A short introduction (1 or 2 paragraphs) in which you include: a) the definition, drawing from the literature, of the main relevant concepts/themes; b) a rationale for the relevance of this discussion, or why you consider this discussion is relevant for the field of Media and Journalism; c) the question you are seeking to answer about gendered discourse in Media; and d) the argument you are going to make.

3. A short paragraph outlining how you are going to structure of the argumentation that you will present in your

Media Content Analysis, this means, the sections into which you will divide the work and how each section will contribute to your main argument. This structure should at least include

(a) Surface descriptors of the selected communications and objects constructed in the articles;

(b) A gender-based content analysis of the tone and framing as a discursive strategy.

4. A short conclusion summarising your argument and its significance for the wider debate on the discussion around gendered discourses in the field of Media and Journalism studies.

5. Bibliography – identify the sources that you have examined thus far and on which you plan to build your argument.

<u>Formative Assessment 2: Presentation of Results of Media Gender-Based Content Analysis</u>

As part of the formative assessment for this module, students will have to present in 10-15 minutes the findings of the individual research carried out for your Media Content Analysis to the class. This presentation is an in-class exercise that will be scheduled for week 12 of the module. The aim of this presentation is to help the students organise their ideas in a systematic and comprehensive manner and to develop their ability to present their knowledge and ideas to their peers. Moreover, students will receive formative feedback on their Media Content Analysis that should then be incorporated to the final submission of this summative assignment.

Employability Skills
This assessment covers the following employability skills, which you could demonstrate on your CV and at job interviews if you successfully pass the assessment:
- Communication
  - Writing
  - Presenting
- Critical thinking
- Research skills
- Valuing diversity
- Cultural awareness
- Creativity/lateral thinking
- Self-reflection

2.2.2   Assessment 2: Essay (Written Assignment)

Throughout the module, you will be required to write a Essay where you will critically address and discuss the place and relevance of the study of politics as a gendered discipline within the field of International Relations and Governance. For this Essay, you will have to choose one of the topics covered throughout the module which is of particular interest for you. This essay should (a) integrate the relevant academic literature and readings, (b) engage with the critical view of politics as a gendered discipline, and (c) examine the critical implications of gendering politics within the broader study of International Relations.

Assessment criteria for Assessment 2 (LO1, LO2, LO3 and LO4 will be assessed)
This assessment will be marked according to the following criteria:
- ❖ **Knowledge and understanding (30%):** The student has an outstanding knowledge and understanding of the material and displays mastery of a complex and specialized area of knowledge, with exceptional critical awareness of current problems and new insights at the forefront of the academic discussion around gender and politics. Moreover the student demonstrates in depth and breadth of coverage, as well as awareness of the nature of the chosen topic.
- ❖ **Cognitive Skills (30%):** The student shows an outstanding ability to evaluate methodologies critically and to propose new hypotheses. The student is able to deal with a range of complex issues, making excellent judgements.

❖ **Practical and Professional Skills (30%):** Consistent high-level competence in the required specialised scholarly skills, with mastery in many areas and developed understanding of professional contexts and expectations. The student is able to employ advanced skills to conduct research, displaying an exceptional grasp of techniques applicable to own research and advanced scholarship. The student shows originality in the application of knowledge and excellent understanding of how established techniques of enquiry create and interpret knowledge in the discipline. The student is able to evaluate critically, with exceptional insight, a range of literature related to the current research and advanced scholarship in the discipline. The student makes consistently excellent use of appropriate academic conventions and academic honesty. The student is able to consistently reference in accordance to Harvard style, including in-text referencing and full list of references. Moreover, the references reflect adequate reading and research from reliable academic sources.

❖ **Transferrable Key Skills (10%):** The Essay presents minimal grammatical errors and uses a good writing style. Ideas are communicated at a very high level to specialist and non-specialist audiences. The relevant literature is properly cited using Harvard Referencing system, and the word count satisfies the requirement.

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the MIUC LMS student guideline.

Formative Assessments

Formative Assessment 3: Essay Outline

As part of the formative assessment for this module, students are required to submit a 2-page (600-800 words) essay outline by the end of week 11

Formative Assessment 4: Presentation of Research undertaken for the Essay

As part of the formative assessment for this module, students will have to present in 10-15 minutes the findings of the individual research carried out for your Essay to the class. This presentation is an in-class exercise that will be scheduled for week 13 of the module. The aim of this presentation is to help the students organise their ideas in a systematic and comprehensive manner and to develop their ability to present their knowledge and ideas to their peers. Moreover, students will receive formative feedback on their Essay that should then be incorporated to the final submission of this summative assignment.

Employability Skills
This assessment covers the following employability skills, which you could demonstrate on your CV and at job interviews if you successfully pass the assessment:
• Communication
    • Writing
    • Presenting
• Critical thinking
• Research skills
• Valuing diversity
• Cultural awareness

- Creativity/lateral thinking
- Self-reflection

2.3 Learning materials

The reading list for this module is available on the module page of MIUC learning platform.

The reading list for this module is available on lms in the module area

2.3.1 Core textbook(s):

Al-Ali, N. (2005) 'Gender and civil society in the Middle East' in (eds) Jude Howell and Diane Mulligan, *Gender and Civil Society: Transcending Boundaries*, Routledge: New York, 101–116.

Blanchard, E. (2003) 'Gender, International Relations, and the Development of Feminist Security Theory,' *Signs*, 28(4), 1289–1312.

Berger, J. (1972) Part 3 in *Ways of Seeing*, Penguin: London, 45–64.

Carstensen, T. (2013) 'Gender and Social Media: Sexism, Empowerment, or the Irrelevance of Gender?' in (eds.) Cynthia Carter, Linda Steiner, and Lisa McLaughlin, *The Routledge Companion to Media & Gender*, Routledge: New York, 483–493.

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

Coole, D. (2013) 'The Body and Politics', chapter 6 in (eds.) Waylen, G.; Celis, K.; Kantola, J. and Weldon, S. L. *The Oxford Handbook of Gender and Politics*, Oxford University Press: Oxford, 165–188.

Dyer, R. (1997) 'The White Man's Muscles' from *White: Essays on Race and Culture*, Routledge: New York, 145–183.

Ferguson, L. (2010) 'Interrogating 'Gender' in Development Policy and Practice,' *International Feminist Journal of Politics* 12, 1, 3–24.

Foucault, M. (1990) Parts I and II from *History of Sexuality: Volume 1*, Vintage Books: New York.

Freud, S. (2004). 'Femininity' from *Sexualities – Identities, Behaviors, and Society*, eds. Michael S. Kimmel and Rebecca F. Plante, Oxford University Press: Oxford, 4–11. (Orig. 1933)

Freud, S. (1927) 'Fetishism'

hooks, b (1992) 'The Oppositional Gaze' in *Black Looks: Race and Representation*, South End Press: Boston, 115–132.

Hooper, C. (2001) 'Masculinities in International Relations' in *Manly States: Masculinities, International Relations, and Gender Politics*, Columbia University Press: New York, 79-116.

Ireland, C. (2004). 'The Appeal of Immediate Experience' in *The Subaltern Appeal to Experience: Self-Identity, Late Modernity, and the Politics of Immediacy*, McGill–Queen's University Press: Montreal & Kingston, 3–26.

Lemelle, A. (2010) 'Black Masculinity as Sexual Politics' from *Black Masculinity and Sexual Politics*, Routledge: New York, 1–35.

Macdonald, M. (2004) 'From Mrs Happyman to Kissing Chaps Goodbye' in (eds.) Cynthia Carter and Linda Steiner, *Critical Readings: Media and Gender*, Open University Press: Maidenhead, 41–67.

Mulvey, L. (1992) 'Visual Pleasure and Narrative Cinema' in *The Sexual Subject: A Screen Reader in Sexuality*, Routledge: New York; 22–34. (Orig. 1975)

Mansbridge, J. and Okin, S.M. (2007) 'Feminism.*' A Companion to Contemporary Political Theory*, 2nd ed, eds. Robert Goodin, Philip Pettit and Thomas Pogge. Blackwell, 332–359.

Kimmel, M. (2005) 'Invisible Masculinity' from *The History of Men*, State University of New York Press: Albany, NY, 3–15.

Mohanty, C.T. (1991) "Under Western Eyes" in (eds) Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres, *Third World Women and the Politics of Feminism*, 51–80.

Mosse, G. (1996) 'Introduction: The Masculine Stereotype' from *The Image of Man: The Creation of Modern Masculinity,* Oxford University Press: Oxford, 3–16.

Nagel, J., (1998) 'Masculinity and nationalism: gender and sexuality in the making of nations' *Ethnic and Racial Studies*, 21(2), 242–269.

Ortner, S. (1972). 'Is Female to Male as Nature Is to Culture?*' Feminist Studies*, 1(2), 5–31.

Rosenberg, J. & Garofalo, G. (1998) 'Riot Grrrl: Revolutions from within,' *Signs*, 23(3), pp.809–841.
Schech, S. & Mustafa Mochamad (2010) 'The Politics of Gender Mainstreaming Poverty Reduction: An Indonesian Case Study,*' Social Politics: International Studies in Gender, State & Society* 17, 1, 111–135.

Spivak, G.C. (1988) "Can the Subaltern Speak?" in (eds) C. Nelson and L. Grossberg, *Marxism and the Interpretation of Culture*, Macmillan Education: Basingstoke, 271–313.

Stall, S. and Stoecker, R. (1998) 'Community Organizing or Organizing Community? Gender and the Crafts of Empowerment', *Gender & Society,* 729–756.

Taylor, D. (2013) 'Toward a Feminist "Politics of Ourselves"' in *A Companion to Foucault*, Wiley-Blackwell: Malden, 403–419.

Waylen, G.; Celis, K.; Kantola, J. and Weldon, S. L. (2013) "Gender and Politics: A Gendered World, a Gendered Discipline", in Waylen, G.; Celis, K.; Kantola, J. and Weldon, S. L. (eds.) *The Oxford Handbook of Gender and Politics,* Oxford University Press: Oxford, pp. 1-25.
White, S. (1997) 'Men, Masculinities, and the Politics of Development,' *Gender and Development*, (Special Issue: Men and Masculinity) 5, 2, 14–22.

Zalewski, M. (2010) 'Feminist International Relations: Making Sense…' in (ed) Laura J. Shepherd, *Gender Matters in Global Politics: A feminist introduction to International Relations*, Routledge: New York, 28–43.

2.3.2   Other recommended reading:

Hernández Castillo, A. R (2010) 'The Emergence of Indigenous Feminism in Latin America', *Signs,* vol. 35, no. 3, pp. 539-545

Mikell, G. (1995) 'African Feminism: Toward a New Politics of Representation', *Feminist Studies,* vol. 21, no. 2, pp. 405-424.

Moghadam, V. M. (2002) 'Islamic Feminism and Its Discontents: Toward a Resolution of the Debate,' *Signs,* Vol. 27, No. 4, pp. 1135-1171.

Waylen, G.; Celis, K.; Kantola, J. and Weldon, S. L. (eds.) (2013). *The Oxford Handbook of Gender and Politics*. Oxford University Press: Oxford.

Schaffer, K. and Xianlin, S. (2007) 'Unruly Spaces: Gender, Women's writing and Indigenous Feminism in China', Journal of Gender Studies, vol. 16, issue 1, pp. 17-30

Remember to log into MIUC LMS (NEO LMS) daily to receive all the latest news and support available at your module sites!

All students are automatically members of the MIUC Library and can use the services provided by the library and have free access to its collection.

The collection is composed of specialised resources in the following subjects: International Business, International Relations, Journalism & Mass Media, Marketing & Advertising, Psychology, and Sport Management. Users can find reference books, monographs, journals, electronic resources (e-books, CDs, DVDs, and Blu-ray) and databases.

The largest numbers of items for each discipline are monographs and reference works, which are approximately 1600 volumes. Moreover, the audio-visual collection is approximately 400 volumes.

At the same time, our electronic library offers a collection of digital resources to the MIUC community. The collection can be categorised into 4 areas:

- Databases: provide full-text, secondary information or bibliographical references of articles, books, reports, and other publications.
- Electronic Journals: journal subscribed by the MIUC.
- Electronic Books, Dictionaries and Encyclopaedias: full-text books and book collections.
- LibGuides (MIUC learning platform ✉ Library ✉ LibGuides): electrical resources organised by fields of knowledge which are available to help you find relevant information for assignments

Remember, all your work must have Academic Integrity; it must be an honest and fair submission, complying with all the requirements of the assessment, that properly references and credits any other people's work you have used. Failure to meet these standards of behaviour and practice is academic misconduct, which can result in penalties being applied under the Academic Offences Regulations.

3   Things you need to know

3.1 Our Expectations

You are expected to behave in accordance with the MIUC Student Code of Conduct and treat others with kindness and respect whether at university or online. It's important to consider your safety and the safety of others around you, especially how to stay safe online and ensure your communications are secure and appropriate.

Whether you are engaging with teaching and learning activities onsite or online, we expect the same level of commitment and engagement from you. If you are unable to attend scheduled onsite or online activities, or complete activities in the time frames set out and have a solid reason for your absence to be justified, please fill out absence notification form.

You should aim to meet assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, please fill out extenuating circumstances request. Your engagement, whether online or onsite, will be tracked and if we see that you are not engaging, we will get in contact with you.

Please remember that we are here to support you so if you are having problems, let us know so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

3.2 Getting Support

3.2.1 Personal Tutors, Module Leaders, Subject Librarians, and Course Leaders

Your Personal Tutor can help if you're worried about your studies, need academic advice, or want to find the best way for you to succeed.

Your Module Leader can help if you're struggling with work, don't think you can meet a deadline, or there was something you didn't understand or want to know more about.

Your Librarian can help you with finding, evaluating, reading, and referencing sources. They offer drop-ins and workshops throughout the year.

Your Course Leader can help with any questions about the course you're studying, such as any course-specific requirements or options.

3.2.2 Student Support

Students at MIUC will receive the following support:

- MIUC provides every student coaching services for personal and professional development to unlock their potential and maximise their performance. Students will attend the individual sessions scheduled with Life Coach at the beginning of each semester.
- Personalised learning supported through the provision of materials, resources, and recorded lessons direct to students via VLE on the web.
- Workshops on academic skills offered throughout the semester. Besides regular workshops, students can also seek individual academic support (including research skills, ICT literacy) by making appointments with the workshop tutor.
- Through the personal tutorial system – the primary role of the personal tutor is to support students' personal development planning together with the life coach. Tutors and life coach are always reachable in person and via email.

- Through the curriculum – all course team members are personal tutors and support the personal development process with their tutees.
- Through counselling service – MIUC offers counselling services to all students. Depending on an initial psychological evaluation, the university counsellor will develop the most effective treatment plan to adequately address any concerns at hand.
- Through internship support - internships can take place domestically or internationally. Students will learn to work individually, as well as in a team. They also will be exposed to a dynamic global environment that will help them learn to manage challenge and uncertainty in real world.
- Through extracurricular activities - Student Life Department offers students a wide variety of thrilling trips and extracurricular activities providing great opportunities for networking.

3.2.3   Meeting Deadlines

You should always try your best to submit your work on time. If you submit coursework late, within 10 calendar days of the deadline, then the maximum mark you will be able to get for that work will be the pass mark. Anything submitted after this would be counted as a non-submission.

We understand that there may be times when you experience circumstances outside of your control that mean you are not able to submit on time. It's a good idea to talk your Module Leader if you're not going to be able to submit on time so that they can support you and make you aware of any services that can help.

Where exceptional circumstances mean you'll be submitting your coursework late, you can request an extension before your deadline. An extension means that the penalty for submitting up to 10 calendar days late will not apply.

If your circumstances are so serious that you are not able to submit at all or are unable to attend an in-person assessment like an exam or in-class test, then you can request mitigation for the assessment. Mitigation means that you can submit work at the next available attempt instead.

If you request an extension or mitigation before the deadline you can choose to self-certify, meaning that you do not have to provide evidence, so long as you provide a valid reason for the request. You can only self-certify three assessments per academic year. If you have used all your self-certification opportunities, or requested mitigation after the deadline, you will need to provide evidence of your exceptional circumstances for your request to be granted.

To apply for an Extension or Mitigation, please use the following links:

- Extension https://forms.gle/RZyp1aBJWKwwU6wWA
- Mitigation https://forms.gle/iX8FEqUysGRqLHP36

3.3 Making an Impact

3.3.1   When there's an issue

If something's negatively impacting your experience at university, you should raise this informally with your Module Leader or Course Leader.

We aim to ensure that any issues are resolved as quickly as possible to have minimum impact on your studies.

3.3.2   Module Evaluation Surveys

Towards the end of the module, you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give direct feedback about the module through a series of questions and free text.

Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see the impact your voice has had.

4 Appendix: Weekly Content

Week 1 - Introduction to the Module

Venue: MIUC
Key concepts/issues: module organisation; structure and assignments

Literature for this session:

Waylen, G.; Celis, K.; Kantola, J. and Weldon, S. L. (2013) 'Gender and Politics: A Gendered World, a Gendered Discipline', Introduction in Waylen, G.; Celis, K.; Kantola, J. and Weldon, S. L. (eds.) *The Oxford Handbook of Gender and Politics,* Oxford University Press: Oxford, pp. 1-25
Documentary: *Ways of Seeing*, part 2 (John Berger, 28 minutes, UK 1972)

During the first week we will go through the module study guide and discuss the assignments. During the second session we already begin exploring some concepts that are central for the module. In addition, we will watch the second part of John Berger's documentary TV series *Ways of Seeing*, which focuses on the depictions of female nudity in Western art.

PART I. Basic Concepts
Week 2 – Gender in Social Sciences
Venue: MIUC
Key concepts/issues: Sex; gender; sexuality; social sciences; intersectionality; inequality; race; social class

Literature for this session:

> Holmes, M (2004) 'Introduction to the Sociology of Gender', in *What Is Gender*, SAGE Publications: London, 1–17.

> Shields, S., (2008) 'Gender: An Intersectionality Perspective,' *Sex Roles*, 59(5), 301–311.

> *Further reading:*

> Hawkesworth, M. (2013) 'Sex, Gender and Sexuality: from Naturalized Presumption to Analytical Category', chapter 1 in Waylen, G.; Celis, K.; Kantola, J. and Weldon, S. L. (eds.) *The Oxford Handbook of Gender and Politics,* Oxford University Press: Oxford, 31–55

This week is about the concept of gender in social sciences. During the first session, we will discuss how "gender" as a social category is distinct from the biological concept of "sex." The second session will be devoted to the idea of "intersectionality."

Week 3 – Femininity and Feminism

Venue: MIUC
Key concepts/issues: femininity; women's rights; feminist theory

Literature for this session:

     Ortner, S. (1972). 'Is Female to Male as Nature Is to Culture?*' Feminist Studies*, 1(2), 5–31.
     Freud, S. (2004). 'Femininity' from *Sexualities – Identities, Behaviors, and Society*, eds.
     Michael S. Kimmel and Rebecca F. Plante, Oxford University Press: Oxford, 4–11. (Orig.
     1933)
     Mansbridge, J. and Okin, S.M. (2007) 'Feminism.*' A Companion to Contemporary Political
     Theory*, 2nd ed, eds. Robert Goodin, Philip Pettit and Thomas Pogge. Blackwell, 332–359.

During the first session we will focus on ideas and constructions of femininity. We will read Sigmund Freud's 1933 chapter on femininity and the anthropologist Sherry Ortner's influential essay "Is Female to Male as Nature Is to Culture?" The second session will provide a rudimentary introduction to feminism – a topic that will be covered more in-depth during the rest of the course.

Week 4 – Masculinity
Venue: MIUC
Key concepts/issues: masculinity; men's history; male in the society; images of men
Literature for this session:
     Kimmel, M. (2005) 'Invisible Masculinity' from *The History of Men*, State University of New
     York Press: Albany, NY, 3–15.
     Mosse, G. (1996) 'Introduction: The Masculine Stereotype' from *The Image of Man: The
     Creation of Modern Masculinity,* Oxford University Press: Oxford, 3–16.
     Lemelle, A. (2010) 'Black Masculinity as Sexual Politics' from *Black Masculinity and Sexual
     Politics*, Routledge: New York, 1–35.
During this week, we will engage in a critical analysis and discussion of the concept of "masculinity" and stereotypes of men. We will approach masculinity first from a historical perspective and then move on to discuss its interconnections with race and ethnicity.

Week 5 – Subaltern Experience: Theories and Controversies
Venue: MIUC
Key concepts/issues: subaltern; experience; subaltern histories; *Erlebnis* and *Erfahrung*; histories from below; public sphere; feminist histories; Marxism

Literature for this session:
     Ireland, C. (2004). 'The Appeal of Immediate Experience' in *The Subaltern Appeal to
     Experience: Self-Identity, Late Modernity, and the Politics of Immediacy*, McGill–Queen's
     University Press: Montreal & Kingston, 3–26.
     Hansen, M. (1993) Foreword to *Public Sphere and Experience: Toward an Analysis of the
     Bourgeois and Proletarian Public Sphere*, ix – xli.

This week's subject is the concept of "experience." Most forms of subaltern identity politics, including feminism, appeal to the immediate everyday experience of the group they represent. Also, much of the scholarly work in so-called "subaltern studies"—histories from below, women's studies, oral histories—builds upon the lived experience of the groups they study. However, in political philosophy and social sciences, the concept of "experience" is very ambiguous, debated and deeply intertwined with the modern concept of self-identity. The key question is: is an authentic, immediate counterhegemonic experience possible or is it always already defined by social structures and the prevailing ideology? Although this week's topic is highly abstract, it will help us to achieve a more profound understanding some key themes that we will cover later during the semester.

PART II. Gender and Culture

Week 6 – Popular Culture, Gender and Race
Venue: MIUC
Key concepts/issues: Gender; popular culture; race; intersectionality; media
Literature for this session:

> Dyer, R. (1997) 'The White Man's Muscles' from *White: Essays on Race and Culture*, Routledge: New York, 145–183.

> Macdonald, M. (2004) 'From Mrs Happyman to Kissing Chaps Goodbye' in (eds.) Cynthia Carter and Linda Steiner, *Critical Readings: Media and Gender*, Open University Press: Maidenhead, 41–67.

During this week, we will discuss gender in popular culture, and also explore some interconnections between masculinity, race and white supremacy.

Week 7 – Gender and Visual Media
Venue: MIUC
Key concepts/issues: visual media; male gaze; visual pleasure; oppositional gaze
Literature for this session:

> Mulvey, L. (1992) 'Visual Pleasure and Narrative Cinema' in *The Sexual Subject: A Screen Reader in Sexuality*, Routledge: New York; 22–34. (Orig. 1975)
> Berger, J. (1972) Part 3 in *Ways of Seeing*, Penguin: London, 45–64.
> hooks, b (1992) 'The Oppositional Gaze' in *Black Looks: Race and Representation*, South End Press: Boston, 115–132.

Film Screening: *Gilda* (dir. Charles Vidor, USA 1946).

This week will focus on gender in visual media. We will read Laura Mulvey's classic and provocative essay "Visual Pleasure and Narrative Cinema," which argues that in mainstream cinema the spectator is put in a masculine subject position and the female protagonist on the screen is represented as the desired object of the "male gaze." As a companion to Mulvey's article, we will watch the Hollywood classic *Gilda* (1946), with Rita Hayworth as the female protagonist (and hence the object of sexual desire). Later, we will read bell hook's essay "The Oppositional Gaze," which argues that the gaze in visual culture is not only defined by gender but also by race/ethnicity. Ultimately, the crucial question for this week is: what are the political implications of the representational conventions of gender in visual media?

Week 8 – Digital Culture, Social Media and Gender
Venue: MIUC
Key concepts/issues: gender conventionality, heterosexuality, and family traditionalism, system of privileging, heteronormativity as socially constructed

Literature for this session:

> Carstensen, T. (2013) 'Gender and Social Media: Sexism, Empowerment, or the Irrelevance of Gender?' in (eds.) Cynthia Carter, Linda Steiner, and Lisa McLaughlin, *The Routledge Companion to Media & Gender*, Routledge: New York, 483–493.
> Giresunlu, L (2008) 'Cyborg Goddesses: The Mainframe Revisited' in *Cyberculture and New Media*, (ed). Francisco Ricardo, 157–187.
> Attwood, F (2013) 'Cybersexuality and Online Culture', in (eds.) John Hartley, Jean Burgess, and Axel Bruns, A Companion to New Media Dynamics, Wiley-Blackwell: Malden, 483–492.

During this week we will discuss gender in digital culture, new media and internet.

PART III. Politics and Gender
Week 9 – IR as Gendered Discipline
Venue: MIUC
Key concepts/issues: gender in international relations; gender and politics; gender and global security
Literature for this session:

>Zalewski, M. (2010) 'Feminist International Relations: Making Sense…' in (ed) Laura J. Shepherd, *Gender Matters in Global Politics: A feminist introduction to International Relations*, Routledge: New York, 28–43.
>Blanchard, E. (2003) 'Gender, International Relations, and the Development of Feminist Security Theory,' *Signs*, 28(4), 1289–1312.

During the recent decades, gender has become an important part of the study of International Relations. However, there are several different approaches to gender within the discipline, and this week will provide an introduction to some of them. We will, for instance, discuss feminist contributions to international security and the study of power.

Week 10 – Politics of Body and Sexuality
Venue: MIUC
Key concepts/issues: body politics; biopower; biopolitics

Literature for this session:

>Foucault, M. (1990) Parts I and II from *History of Sexuality: Volume 1*,
>Taylor, D. (2013) 'Toward a Feminist "Politics of Ourselves"' in *A Companion to Foucault*, Wiley-Blackwell: Malden, 403–419.
>Coole, D. (2013) 'The Body and Politics', chapter 6 in (eds.) Waylen, G.; Celis, K.; Kantola, J. and Weldon, S. L. *The Oxford Handbook of Gender and Politics*, Oxford University Press: Oxford, 165–188.

Modern political theory recognizes that physical human bodies are very much part of the network of political power relations. This week will provide an overview of the various ways in which bodies and sexuality have become political issues. Topics covered include Michel Foucault's ideas of *biopower* and *biopolitics* and the concept of body politics.

Week 11 – Gender, Nation and Nationalism
Venue: MIUC
Key concepts/issues: nationalism; nation state

Literature for this session:

>Hooper, C. (2001) 'Masculinities in International Relations' in *Manly States: Masculinities, International Relations, and Gender Politics*, Columbia University Press: New York, 79-116.
>Nagel, J., (1998) 'Masculinity and nationalism: gender and sexuality in the making of nations' *Ethnic and Racial Studies*, 21(2), 242–269.

Nationalisms are usually strongly gendered ideologies, and ideas of nation are often build upon an implicit acceptance of male supremacy. During this week, we will discuss the ideologies of masculinity in International Relations, and especially in various forms of nationalism.

Week 12 – Postcolonial Perspectives to Gender
Venue: MIUC
Key concepts/issues: third world feminism; people of color (POC); women of color (WOC); postcoloniamism; subaltern feminism

Literature for this session:

      Spivak, G.C. (1988) "Can the Subaltern Speak?" in (eds) C. Nelson and L. Grossberg, *Marxism and the Interpretation of Culture*, Macmillan Education: Basingstoke, 271–313.
      Mohanty, C.T. (1991) "Under Western Eyes" in (eds) Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres, *Third World Women and the Politics of Feminism*, 51–80.

Further reading:

      Moghadam, V. M. (2002) 'Islamic Feminism and Its Discontents: Toward a Resolution of the Debate,' *Signs, The University of Chigago Press,* Vol. 27, No. 4, pp. 1135-1171.
      Mikell, G. (1995) 'African Feminism: Toward a New Politics of Representation', *Feminist Studies,* vol. 21, no. 2, pp. 405-424
      Hernández Castillo, A. R (2010) 'The Emergence of Indigenous Feminism in Latin America', *Signs,* vol. 35, no. 3, pp. 539-545
      Hernández Castillo, A. R. (2002) 'Zapatismo and the Emergence of Indigenous Feminism', *NACLA Report on the Americas,* vol. 35, issue 6, pp. 39-43

      Schaffer, K. and Xianlin, S. (2007) 'Unruly Spaces: Gender, Women's writing and Indigenous Feminism in China', *Journal of Gender Studies,* vol. 16, issue 1, pp. 17-30

The feminist theorists were usually white middle-class women. However, very soon intellectuals representing non-western nations ("women of color" = WOC) began formulating their own approaches to feminism, criticizing not only patriarchy but also the theories of Western feminists, arguing that women of color face different types of oppression and have needs different from those of Western middle-class women. Thus, the non-Western feminists argue, there is a need for various types of feminism. The readings of this week consist of two influential essays by the post-colonial feminists C.T. Mohanty and G.C. Spivak.

Week 13 – Civil Society, Gender and Feminism

Venue: MIUC
Key concepts/issues: Feminist organising, equality, citizenship, representation, participation

Literature for this session:

      Rosenberg, J. & Garofalo, G. (1998) 'Riot Grrrl: Revolutions from within,' *Signs*, 23(3), pp.809–841.
      Al-Ali, N. (2005) 'Gender and civil society in the Middle East' in (eds) Jude Howell and Diane Mulligan, *Gender and Civil Society: Transcending Boundaries*, Routledge: New York, 101–116.

      Stall, S. and Stoecker, R. (1998) 'Community Organizing or Organizing Community? Gender and the Crafts of Empowerment', *Gender & Society,* 729–756.

Much of recent political theory has been devoted to the idea of civil society and non-governmental organizations (NGOs). Various non-governmental activist groups and organizations also represent some of the most influential forms of modern practical feminism. During this week, we will discuss the role of civil society in feminist theory.

Week 14 – Gender in Development Policy

Venue: MIUC
Key concepts/issues: gender in the developing world; development policy; gendered poverty

Literature for this session:

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

Ferguson, L. (2010) 'Interrogating 'Gender' in Development Policy and Practice,' *International Feminist Journal of Politics* 12, 1, 3–24.

White, S. (1997) 'Men, Masculinities, and the Politics of Development,' *Gender and Development*, (Special Issue: Men and Masculinity) 5, 2, 14–22.

Schech, S. & Mustafa Mochamad (2010) 'The Politics of Gender Mainstreaming Poverty Reduction: An Indonesian Case Study,*' Social Politics: International Studies in Gender, State & Society* 17, 1, 111–135.

We will begin the final week by discussing the role of gender in development policy. Finally, we will have a wrap-up discussion and a recap of the content that has been covered throughout the module.