

<b>MODULE PROFORMA</b>		
<i>5SOCL005W Sexualities</i>		
Module code: 5SOCL005W	Credit Level: 5	Length: one semester
UK credit value: 20	ECTS value: 10	
Faculty and Department: Social Sciences and Humanities / History, Sociology and Criminology		
Module Leader: Dr Francis Ray White		
Extension: 69051	Email: F.R.White@westminster.ac.uk	
Host course and course leader: BA (hons) Sociology, Dr Francis Ray White		
Status: Option		
Subject Board: SHS Level 5 / 6		
Pre-requisites: None		
Study abroad: Yes		
Special features: End-of-module festival		
Access restrictions: None		
Are the module learning outcomes delivered, assessed or supported through an arrangement with an organisation(s) other than the University of Westminster. No		
Summary of module content: This module explores sexuality as a central component of contemporary life and asks how it is deployed in constructions of identity, politics, morality, oppression, liberation, and civilization itself. Sociological, feminist and queer approaches to sexuality, including critiques of essentialism and heteronormativity, are discussed along with topics including danger, the nation, marriage and pornography.		

### Learning outcomes

On completion of the module, the successful student will be able to:

1. describe and analyse the role of sexuality in social relations (this relates to course learning outcomes 5.1 and 5.3);
2. demonstrate knowledge of different theories of sexuality and compare competing explanations of sexuality (this relates to course learning outcomes 5.1 and 5.4);
3. understand the sources and consequences of the regulation of sexuality (this relates to course learning outcomes 5.2 and 5.3);
4. engage with contemporary debates around sexuality and develop and articulate a persuasive argument on particular issues (this relates to course learning outcomes 5.4, 5.7 and 5.8);

5. communicate effectively in good written English, using recognised academic conventions (this relates to course learning outcome 5.8).

### **Course outcomes the module contributes to**

5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.9 (these are listed above in parentheses after relevant learning outcomes).

### **Indicative syllabus content**

- The social and historical construction of sexuality and sexual identities.
- Sociological critiques of essentialist and sexological theories of sexuality.
- The relationship of gender, feminism and sexuality.
- Post-structuralist/Foucauldian and queer theories.
- Sexual repression, oppression and liberation.
- Sex panics, morality and danger.
- Sexuality, the state, the nation and civilisation.
- The commercialisation of sex, sex work and pornography.

### **Teaching and learning methods**

The module is delivered through a programme of lectures and seminars and a one-day 'Manifestos Festival' in the final week of the module. Lectures introduce essential knowledge, theoretical perspectives and debates as a framework for the module and provide the basis for further independent study by the students. Seminars will be used to discuss set readings, check understanding of the lectures, examine the issues raised, provide formative assessment tasks in preparation for summative assessed work and practice key disciplinary and transferable skills. One session in the module is used for a field trip to explore the historical dimension of the study of sexuality such as a walking tour of LGBT history or a relevant exhibition.

In the final week of the module the students participate in the 'Manifesto Festival' an all-day event organized like an academic conference where they present their manifestos (the second assignment on the module) to small panels of their peers. An invited 'keynote' speaker will also address students at the event. The festival allows students to experience public speaking and to discuss their manifesto ideas with peers and staff. In this respect it provides an opportunity for formative assessment of both their presentational skills and subject knowledge. Individual tutorials will be held prior to the festival to prepare students and provide support for the manifesto assessment.

Full use is made of the Blackboard virtual learning environment on the module. Weekly set readings are delivered via the site and lecture slides and supplementary materials, including online resources, are made available for students to download. Additionally examples of past student work is uploaded to aid students in the completion of their assessed work. The module also features an online essay workshop which offers students the opportunity to receive formative feedback in preparation for the first summative assessment.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	11
Seminar	Scheduled	22
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical Classes and workshops	Scheduled	11
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	4
Work based learning	Scheduled	
<b>Total Scheduled</b>		48
Placement	Placement	
Independent study	Independent	152
<b>Total student learning and teaching hours</b>		200

\*the hours per activity type are indicative and subject to change.

## Assessment rationale

### 1. Essay (50%)

The essay requires students to identify key theoretical issues and approaches and to locate them in terms of the major debates in relation to sexuality. Students will be offered a choice of essay questions that focus their discussion around broad debates such as the problematic nature of heteronormativity or fixed identity categories, the relationship between gender and sexuality, or the value of a Foucauldian, feminist or queer analysis of sexuality. In each case students must display their understanding of the social constructedness of sexuality. This assessment demonstrates learning outcomes 1, 2, 3, and 5.

### 2. Manifesto (50%)

The second assignment asks students to write a manifesto for a contemporary sexual politics. Students may select their own topic, and draw on the material covered in the second half of the module in order to propose and defend a position relating to a relevant social issue. The manifesto allows students to research their own topic and to display their understanding of sexuality as political and as connected to issues wider issues such as inequality, 'the nation', morality, the state, capitalism and leisure. This assessment demonstrates learning outcomes 1-5.

## Assessment criteria

In marking the essay, tutors will consider:

- The extent to which the remit of the brief has been met;
- The degree to which accumulated knowledge and understanding has been applied;
- The range, appropriateness and good use of source material;
- The accuracy with which theoretical concepts and arguments are utilised;
- The ability to discuss the literature effectively, selecting and commenting on the most significant points and issues;
- The coherence of the essay structure and appropriate use of academic conventions, including referencing and bibliography;
- Overall clarity, technical accuracy and good written English.

In marking the manifesto, tutors will consider:

- The extent to which the remit of the assignment brief has been met.
- The coherence of the central argument and its persuasive presentation.
- The degree to which accumulated knowledge and understanding has been applied.
- The degree to which the theories and concepts discussed are integrated and contextualized.
- The extent to which key debates and their implications have been identified in relation to the position being adopted.
- The extent to which the relevant secondary literature has been effectively understood and utilised in the development of the manifesto's position.
- The use of appropriate academic conventions, including referencing and bibliography.
- Overall clarity, technical accuracy and good written English.

### Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
Essay	50%	35%	-	Essay
Manifesto	50%	35%	-	Written work

### Synoptic assessment

This module does not directly contribute to synoptic assessment at Level 5.

### Sources

#### Essential Reading:

Foucault, M. (1979) *The History of Sexuality (Vol 1)*. London: Penguin.

Jackson, S. and Scott, S. (2010) *Theorizing Sexuality*. Maidenhead: Open University Press.

Rahman, M. and Jackson, S. (2010) *Sexuality and Gender*. Cambridge: Polity Press.

Richardson, N. et al. (2013) *Studying Sexualities: Theories, Representations, Cultures*. London: Palgrave.

Seidman, S. et al. (eds) (2011) *Introducing the New Sexuality Studies: Original Essays and Interviews (2<sup>nd</sup> Edition)*. London: Routledge.

Sullivan, N. (2003) *A Critical Introduction to Queer Theory (2<sup>nd</sup> Edition)*. Edinburgh: Edinburgh University Press.

Weeks, J. (2011) *The Languages of Sexuality*. London: Routledge.

#### Further Reading:

- Abelove, H., Barale, M., and Halperin, D. (eds) (1993) *The Lesbian and Gay Studies Reader*. London: Routledge.
- Agustin, L. (2007) *Sex at the Margins: Migration, Labour Markets and the Rescue Industry*. London: Zed Books.
- Attwood, F. (2009) *Mainstreaming Sex: The Sexualisation of Western Culture*. London: I.B. Tauris.
- Duggan, L. and Hunter, N.D. (2006) *Sex Wars: Sexual Dissent and Political Culture*. London: Routledge.
- Ingraham, C. (ed.) (2005) *Thinking Straight: The Power, Promise and Paradox of Heterosexuality*. London: Routledge.
- Kandaswamy, P. (2008) 'State austerity and the racial politics of same-sex marriage in the US', *Sexualities*, 11 (6) 706-725.
- McClintock, A. (1995) *Imperial Leather: Race, Gender, and Sexuality in the Colonial Context*. London: Routledge.
- Nagel, J. (2003) *Race, Ethnicity and Sexuality: Intimate Intersections, Forbidden Frontiers*. Oxford: OUP.
- Puar, J. K. (2005) 'Queer times, queer assemblages', *Social Text* 84-5, 23 (3-4) 122-139.
- Rich, A. (1980) 'Compulsory heterosexuality and lesbian existence', *Signs: Journal of Women in Culture & Society*, 5 (4) 631-660.
- Stacey, J. (1991) 'Promoting normality: Section 28 and the regulation of sexuality', in Franklin, S., Lury, C. and Stacey, J. (eds) *Off-Centre: Feminism and Cultural Studies*. London: Routledge.
- Watney, S. (1997) *Policing Desire: Pornography, AIDS and the Media*. London: Cassell.
- Weeks, J. (2012) *Sex, Politics and Society: The Regulations of Sexuality since 1800* (3<sup>rd</sup> Edition). London: Routledge.

### **Journals:**

*Sexualities*

*Journal of Gender Studies*

*Men and Masculinities*

*Sexuality and Culture*

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**Date of initial validation:** March 2015

**Dates of approved modifications:**

**Date of re-validation/review:**