1. **Title of the module**

MSTU6003 (MS6003) Sex, Gender and Digital Culture

1. **School or partner institution which will be responsible for management of the module**

School of Arts

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA Media Studies

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate knowledge of a wide range of issues around gender and sexuality in contemporary and digital society.
   2. Demonstrate an understanding of various theoretical approaches to, and concepts operative in, the study of representations of gender and sexuality.
   3. Apply these concepts and theoretical models to produce critically informed interpretations of representations of sexuality and gender in the media and digital culture.
   4. Examine the moral, social and cultural impact of mediation and representation on communication and everyday life.
   5. Reflect upon their own role and responsibilities in relation to various communication practices, specifically in regards to gender and sexuality.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Communicate effectively, using appropriate vocabulary, ideas and arguments in discussions and oral presentations.

9.2 Read critically, analyse and use a range of primary and secondary texts.

9.3 Employ information technologies to research and present their work.

9.4 Demonstrate the ability to write polished and well-structured essays, including: the expression of complex ideas, arguments and subtleties of meaning..

1. **A synopsis of the curriculum**

This module gives students the opportunity to bring prior learning on gender and sexuality into a focused context, whilst employing a critical study of representation in contemporary mediaand digital cultures. `Students will be encouraged to question how (and if) representations of gender and sexuality are shifting in the millenial era though a series of critical questions, such as: How has the Internet changed human relationships? What is the impact of pornography on contemporary youth culture? Are men also objectified by the media? How should we understand misogyny and has it been intensified in the digital age? How do we define consent post MeToo? Have advertisers apropriated feminism? What is the difference between liberation and exploitation? How are LGBT groups represented (or not represented)? What is the relationship between race and sexualisation? What should diversity in the media look like?

One of the assessment methods employed on this module is a Digital Portfolio. The Digital Portfolio platform allows students on theoretical modules to create practical implementations of scholarly ideas and interactive forms of assessment, which may include blogging, video essays, and other forms of trans-media content.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Banet-Weiser, S. (2018) *Empowered: Popular Feminism and Popular Misogyny*. Duke University Press, Durham. ISBN 9781478001683

Jane, E. (2017) *Misogyny Online: A Short (and Brutish) History*. Los Angeles: Sage.

Mikkola, M. (Ed.). (2017). *Beyond speech: pornography and analytic feminist philosophy*. Oxford University Press.

Nigel, A (2017) *Kill All Normies: Online culture wars from 4chan and Tumblr to Trump and the alt-right.* Zero Books.

Sastre, A. (2014) *“Hottentot in the age of reality TV: sexuality, race, and Kim Kardashian’s visible body”*, *Celebrity Studies*, 5:1-2, 123-137, DOI: 10.1080/19392397.2013.810838

Zacharias, M. S. (2016). *“The need of a new theory of visual rhetoric in sexist advertisements”.* *Bharata Mata Journal* *of Multidisciplinary Studies*, 62

Zheng, R. (2016). *Why Yellow Fever Isn't Flattering: A Case Against Racial Fetishes*. *Journal of the American Philosophical Association*, *2*(3), 400-419.

1. **Learning and teaching methods**

Total contact hours: 30 hours

Private study hours: 270 hours

Total Study: 300 hours

1. **Assessment methods**

Main assessment methods

Digital Portfolio (60%)

Essay (3000-words) (40%)

13.2 Reassessment method:

Like-for-Like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| *Lecture* | **x** | **x** | **x** | **x** |  |  |  |  |  |
| *Seminar* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Digital Portfolio* | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| *Essay* | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**Canterbury
2. **Internationalisation**

Students will study international digital platforms including Twitter, Wikipedia and Youtube. Similarly, they will examine case studies of art and activism from across the globe. Though there will be a particular focus on Western media stemming from the United States, Europe, Australia and Canada, examples and movements from the East and Africa will also be studied.

**If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.**

1. **Partner College/Validated Institution**

N/A

1. **University School responsible for the programme**

School of Arts

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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