1. **Title of the module**

LAWS5960 (LW596): Gender, Sexuality and Law

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

Kent Law School

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

Level 6

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

15 credits (7.5 ECTS Credits)

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

Spring

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

LAWS3130 A Critical Introduction to Law and LAWS5880 Public Law 1 are prerequisites.

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

All single and joint honours Law programmes

1. **The intended subject specific learning outcomes.**

This module builds on critical approaches to law summarily addressed in A Critical Introduction to Law. It develops key themes about law’s social and political effects also addressed in Law and Political Theory and Law and Social Change.

**On successfully completing the module students will be able to:**

* 1. Demonstrate a critical awareness of the complex relationship between law and dominant structures of gender and sexuality
	2. Demonstrate a thorough understanding of the significance of feminist and queer theory for understanding the contemporary formation of legal and political issues
	3. Demonstrate a critical awareness of the significance of, critiques of, and alternatives to, rights-based claims by activists and other social actors in gender and sexuality mobilising
	4. Critically analyse the relationship between right-based claims, claims for sexual citizenship, neoliberal approaches to rights and social inclusion, and the ‘not for profit/industrial complex’ within legal discussions of gender and sexuality
	5. Critically identify the wide range of influences on legal discourse, policy, and law-making in relation to gender and sexuality, including concepts from political theory, the social sciences, contemporary culture and the humanities, and dominant ideas from the sciences
	6. Demonstrate a thorough understanding of the intersection of concepts of gender and sexuality with concepts of race, religion, disability and class both historically and contemporaneously, and the effects of those intersections on legal theory, practice, and activism
1. **The intended generic learning outcomes.**

Students who complete the module successfully will be able to demonstrate the following legal abilities:

* 1. Demonstrate an awareness of, and sensitivity to, the economic, political and/or social implications as they arise.
	2. Demonstrate interdisciplinary approaches to their studies.
	3. Construct well-reasoned and well-structured arguments about theoretical and practical issues.
	4. Deploy critical and self-reflexive modes of analysis in relation to concepts under consideration.
	5. They will also be able to demonstrate the following general abilities:
	6. Demonstrate the ability to efficiently utilise both legal and non-legal texts.
	7. Demonstrate argumentation skills that relate to both legal and non-legal texts.
	8. Critically engage with legal and non-legal sources.
1. **A synopsis of the curriculum**

The media is full of gender controversies: there’s same-sex marriage (or now divorce) in California, violence against women pretty well everywhere, and a whopping 17% gender pay gap in the UK. What do you think about these issues? How do you think the law should respond?

This module focuses on how law interacts with gender and sexuality. It examines, and encourages you to discuss, the interconnections between law, policy, gender, and sexuality. We will start by focusing on key concepts in feminist and queer legal theory, such as heteronormativity (the dominance of heterosexual family and social structures). We will then relate these theories to current dilemmas: same-sex marriage; transgender rights; diverse family formations. Finally, we tackle the really big questions. Should we use the law to change the law? Are rights really any use? What is neo-liberalism and how does this relate to gender?

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

Brown, W (1995) States of Injury: Power and Freedom in Late Modernity, Princeton University Press.

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

Butler, Judith (1993) Bodies that Matter: On the Discursive Limits of Sex London: Routledge.

Carabin, Sexualities, (Policy Press, 2004)

Davies, M., and Munro, V., The Ashgate Research Companion to Feminist Legal Theory (Ashgate, 2013).Dean, Mitchell (1999) Governmentality: Power and Rule in Modern Society, Sage.

Fortier, Anne-Marie (2008) Multicultural Horizons: Diversity and the limits of the civil nation Routledge.

Foucault, Michel (1991) ‘Governmentality’ in Colin Gordon et al eds The Foucault Effect: Studies in Governmentality University of Chicago Press, pp 87-104.

Grabham et al (eds) Intersectionality and Beyond, Routledge.

INCITE! Women of Colour Against Violence (2007) The Revolution will not be Funded: Beyond the Non-Profit Industrial Complex South End Press.

Kenny, S.J. Gender and Justice Why Women in the Judiciary Really Matter (Routledge, 2013)

Puar, Jasbir (2007) Terrorist Assemblages: Homonationalism in queer times Duke University Press.

Stychin, Carl (2004) Governing Sexuality: The Changing Politics of Citizenship and Law Reform Hart Publishing, Oxford.

Williams, P (1991) The Alchemy of Race and Rights, Harvard University Press.

1. **Learning and teaching methods**

Total study hours: 150

Contact hours: 20

Private study hours: 130

1. **Assessment methods.**

13.1 Main assessment methods

The module will be assessed by 100% Coursework as follows:

Essay of 3,300 words (60%)

Presentation (20%)

Chairing another student’s presentation (20%)

13.2 Reassessment methods

The module will be reassessed by a reassessment instrument of an essay for 100%. The reassessment will test all of the learning outcomes as indicated in the mapping below.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Workshops | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Private Study | x | x | x | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Presentation (20%) | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Chairing a Presentation (20%) | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Essay (60%) | x | x | x | x | x | x | x | x | x | x | x | x | x |

1. 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**

1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines will be made accessible at least four weeks before the module starts.
3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
5. There are no lectures in this module so the lecture capture policy does not apply.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b (1) and (2)) have all been considered in order to support all students in their assessments on this module.

1. **Campus(es) or centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

This module has an international outlook with a comparative approach considering legal practice in locations such as America, Canada and India.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 29/01/2018 | Major | September 2018 | 8-10, 12-15, 17 | No |
|  |  |  |  |  |