1. **KentVision Code and Title of the module**

LAWS6540 Race, Sexuality and Gender Justice

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

Division for the Study of Law, Society and Social Justice (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**

30 credits (15 ECTS Credits)

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

Autumn term (term 1) and Spring term (term 2)

1. **Prerequisite and co-requisite modules and/or module restrictions**

There are no specific pre- or co-requisites, but the module is available only to final-year students.

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

Optional module available to all undergraduate single and joint honours law programmes.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate a detailed understanding of the complex relationship between law and dominant concepts of race and religion, gender and sexuality;
	2. Evaluate the significance of critical race, postcolonial, feminist, LGBT+/queer, and critical religion theories for understanding contemporary social and legal issues to do with race, religion, gender and sexuality;
	3. Critically reflect upon the significance of a grounding in social and legal histories of race, religion, gender and sexuality in order to understand contemporary formations;
	4. Identify and analyse the wide range of influences on legal discourse, policy, and law-making in relation to race, religion, gender and sexuality including concepts from feminist and LGBT+/queer perspectives within political theory, postcolonial theory, and the humanities and social sciences more broadly;
	5. Demonstrate detailed knowledge of the intersections between concepts of race, religion, gender, sexuality, class, and disability;
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate interdisciplinary approaches;
	2. Deploy critical and self-reflexive modes of analysis;
	3. Construct well-reasoned and well-structured arguments about theoretical and practical issues;
	4. Demonstrate argumentation skills that relate to both legal and non-legal texts;
	5. Demonstrate skills in critical reading and analysis;
	6. Undertake independent research on a defined topic;
3. **A synopsis of the curriculum**

This module will provide students with the underlying theoretical framework for exploring a range of perspectives on the concepts of race, religion, gender and sexuality, and their intersections, including with other social relations. In doing so, the module will serve as a forum for discussion, debate, asking questions, and considering diverse perspectives on the concepts being studied, including relating them to specific case studies. The module will encourage students to choose an essay question or research project, and will help prepare them for it by; introducing and guiding students through key legal and interdisciplinary texts, stimulating debate on and engagement with these texts; developing students’ skills in the areas of analysis and argumentation, and considering a range of sometimes conflicting perspectives on issues. Students will formulate a plan for their independent research project. The plan will provide an opportunity for students to critically engage with, and reflect upon, substantive feedback. This will be further supported by an oral assessment, in the form of an in-class presentation on a contemporary case study.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Auchmuty (ed), (2018) Great Debates in Gender and Law, Red Globe Press.
* Bakshi, Jivraj and Posocco, (2016) Decolonising Sexualities: Transnational Perspectives, Critical Interventions, Counter Press.
* Crenshaw “Marginalising the Intersection of Race and Sex” (1989) *University of Chicago Legal Forum* 139.
* Davies “Feminism and Gender in Legal Theory” in *Asking the Law Question*, (Lawbook Co., 2008)
* Harris “Race and Essentialism in Feminist Legal Theory” (1990) 42 *Stanford Law Review* 581.
* Mananzala and Spade “The Non-profit Industrial Complex and Trans Resistance” (2008) 5(1) *Sexuality Research and Social Policy* 53.
* Rahman and Jackson (2010) *Gender and Sexuality: Sociological Approaches*, Polity Press
* Sharpe ‘Transgender Marriage and the Legal Obligation to Disclose Gender History’ (2012) *Modern Law* Review, 75(1) 33-53
1. **Contact hours**

Total study hours: 300

Contact hours: 40

Private study hours: 260

1. **Assessment methods.**

13.1 Main assessment methods

100% coursework, comprising:

* 1. Coursework - group oral presentation,(approximately 15 minutes depending on group size), group mark awarded (30%)
	2. Coursework - policy report (3500 words) (70%)

13.2 Reassessment methods

Reassessment instrument: 100% coursework

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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Either: |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | X | X | X | X | X |  |  |  |  |  | X |
| Seminars | X | X | X | X | X | X | X | X | X | X | X |
| Or: |  |  |  |  |  |  |  |  |  |  |  |
| Combined lecture/seminars | X | X | X | X | X | X | X | X | X | X | X |
| And: |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Oral presentation (30%) | X | X | X | X | X | X | X | X | X | X | X |
| Policy report (70%) | X | X | X | X | X | X | X | X | X | X | X |

1. The Division/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 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. In accordance with the KLS school-level statement on Lecture Capture, the combined lecture/seminars will not be recorded as they are heavily discussion-based and are very likely to contain sensitive material. Where offered separately, the lectures will be recorded at the discretion of the convenor (according to the nature of the subject material under discussion).

**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**

The academic literature and case studies to examine the concepts of this module will be from a range of inter/trans-national locations and disciplines. The students will have the opportunity to submit assessment work from a jurisdiction of their choice.

**DIVISIONAL USE ONLY**

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs(Q6 & 7 cover sheet) |
| 02/12/19 | Minor | September 2020 | 14,15 | No |
| 09/2021 | Minor  | September 2021 | 13.1, 14 | No |