1. **Title of the module**

DRAM6870 (DR687) Sex, Gender and Performance: Beyond the Binary

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 5

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 Drama and Theatre and associated programmes

BA Media Studies

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge and understanding of theories, histories and performances of sex/gender.

8.2 Critically analyse and creatively interrogate the ways in which sex and gender are represented and staged.

8.3 Articulate an understanding of the relationship between theatre, drama and performance of different periods, and the material, cultural and historical contexts of sexuality and gender.

8.4 Analyse performance texts using both theoretical and practical perspectives.

8.5 Produce practical work that explores sex and gender ethically and creatively using appropriate and original stimuli and resources.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Undertake independent, self-managed work on creative and research tasks.

9.2 Work collaboratively in groups towards creative and research tasks.

9.3 Manage workloads to meet deadlines.

9.4 Communicate ideas and arguments effectively and coherently both verbally and in writing.

9.5 Reflect on learning and development, identifying and addressing areas of strength, and for improvement.

1. **A synopsis of the curriculum**

This module addresses issues that are central to performance studies and to contemporary social and political debates through its focus on the representation and performance of sex, gender and identity. The module explores these ideas in relation to a diverse range of trans-historical performance examples.

Students will explore changing concepts of gender and sexuality and will consider how performance and performers have engaged with these social changes by examining both contemporary and historical case studies. The module explores questions of self, authenticity, performing difference and identities in transition. Students will interrogate performance using a range of theoretical approaches drawn from gender and sexuality studies in dialogue with practical experimentation. Drawing on this knowledge, students will have the opportunity to develop contemporary performance inspired and shaped by the models of practice which they have encountered. Issues of risk and ethics will be core concerns as students develop understanding of how sex, gender and identity can create a performance aesthetic

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

Aston, E and Harris, G. (2012), A Good Night Out for the Girls: Popular Feminisms in Contemporary Theatre and Performance. Basingstoke: Palgrave

Brooks H. (2015), Actresses Gender and the Eighteenth-Century Stage: Playing Women. Basingstoke: Palgrave.

Causey, M and Walsh, F (eds) (2013), Performance, Identity and the Neo-Political Subject. London: Routledge

Gay, J. Goodman, L (2003), Languages of Theatre Shaped by Women, Bristol: Intellect

Gale, M and Stokes J (2007), The Cambridge Companion to the Actress, Cambridge: CUP

Mangan, M (2002), Staging Masculinities, Basingstoke: Palgrave

Ridout, N (2009) Theatre & Ethics, Basingstoke: Palgrave

1. **Learning and teaching methods**

Total contact hours: 36

Private study hours: 264

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Individual Research Project (3000 words) (50%)

Company Practical Project (50%)

13.2 Reassessment methods

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* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study |  | **X** |  | **X** |  | **X** |  | **X** |  | **X** |
| *Workshops* | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Individual Research Project* | **X** | **X** | **X** | **X** |  | **X** |  | **X** | **X** |  |
| *Group Company Project* | **X** | **X** | **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

1. **Internationalisation**

The subject-content will be consciously international in focus, drawing where possible on the work of international practitioners, as well as identifying differences in international perspectives on ideas about sex and gender.

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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.**

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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) |
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Revised FSO Jan 2018