1. **Title of the module**

SOCI6690 (SO669) Women and Work: Britain 1850 – 1975

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

School of Social Policy, Sociology and Social Research

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**

15 credits (7.5 ECTS)

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

Autumn term (term 1) or Spring term (term 2)

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

None

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

BSc Social Sciences (including pathways)

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

8.1 Demonstrate an awareness of the main historical perspectives concerning women’s role in the labour force, the salience of social class, and the gendered nature of work.

8.2 Have an understanding of the historical continuities and discontinuities in women’s work over the period C. 1850-1975.

8.3 Understand the relevance of such factors as industrialisation, professionalisation, changing technology and business organisation, trade unionism, mass education and total warfare to women’s work.

8.4 Have some knowledge of women’s role in specific employment sectors in Britain over the period (for example, manufacturing industry, clerical work and medical services) and in domestic work, paid & unpaid.

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

9.1 Demonstrate improvement in the coherence of organisation of information in written work.

9.2 Show progression in the development of research skills through use of library resources and information technology.

9.3 Show greater ability to analyse and understand numerical data e.g. from the census.

9.4 Demonstrate improving ability to work collaboratively with other students in seminar discussions.

9.5 Show greater understanding of different schools of thought and an increased ability to synthesise them.

1. **A synopsis of the curriculum**

This module looks at the theme of gender and work in a historical context, combining insights from both historians and sociologists.

Indicative topics are:

• The historiography of women and work

• Women's work and the impact of industrialisation: productive and reproductive work; the 'breadwinner' model; class and gender in the nineteenth century.

• Domestic and home work in the nineteenth and early 20th centuries, paid and unpaid.

• Middle class women: education and employment, the gendering of professions

• The impact of mass production and changes in technology and business organisation upon gender in the workplace

• The effects of two world wars upon women's work

• Changing patterns of women’s work in the twentieth century; the Sex Discrimination and Equal Pay Acts

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

Holloway, G. (2005) *Women and Work in Britain since 1840*. Routledge

Witz, A. (1992) *Professions and Patriarchy*. Routledge

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Essay (2000 words) (30%)

Seminar Presentation (20%)

Examination, 2 hours (50%)

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)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X |  |  |  |
| Lecture | X | X | X | X | X | X | X |  |  |
| Seminar | X | X | X | X | X | X | X | X |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | X | X | X | X | X | X | X | X | X |
| Seminar Presentation | X | X | X | X | X | X | X | X | X |
| Exam  | 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**

Medway

1. **Internationalisation**

The discussion and application of the module topics is undertaken in an international context. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**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.**

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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