Understanding Gender in the Contemporary World: Key Concepts, Controversies and Challenges
SSPS08010
Semester 1, Years 1 and 2

Key Information

Course Organiser
Dr. Meryl Kenny, Lecturer in Gender and Politics
Email: M.Kenny@ed.ac.uk
Room no. 2.1, 22 George Square
Guidance & Feedback Hours: Tuesdays 14.00 – 16.00

Location
Semester 1
Mondays and Thursdays, 11.10 – 12.00
Appleton Tower, Lecture Theatre 3

Course Tutors
See handbook for details

Course Secretary
Alex Dysart
Email: Alex.Dysart@ed.ac.uk
Undergraduate Teaching Office

Assessment Deadlines
• Short essay: 12 noon Wednesday 19 October 2016
• Short essay: 12 noon Wednesday 16 November 2016
• Exam: To be confirmed

Aims and Objectives
How can we understand gender in the contemporary world? How is gender constructed in different contexts and what are the material consequences? How can gender analyses empower us to act as agents of personal and social change? This inter-disciplinary course provides an overview of the major issues at stake in the study of gender relations from a broadly social science perspective. It introduces students to gender studies as a theoretical field of investigation, examining key concepts and debates in the field. Students will explore issues of power, inequality, intersectionality, change and resistance through contemporary examples of 'doing gender' around the world. In doing so, this course equips students - as 21st Century graduates - with awareness and understanding of global inequalities based on gender, race, class, and sexuality, as well as basic tools to undertake gender analysis.
Contents

Key Information .......................................................... 2
Aims and Objectives ..................................................... 2
Learning Outcomes ....................................................... 4
Some Background on this Course ..................................... 4
Graduate Attributes ...................................................... 4
Teaching Methods ........................................................ 5
Lectures: ...................................................................... 5
Tutorials: ...................................................................... 5
Gender Observations: ..................................................... 5
Assessment ..................................................................... 6
Essay 1: Understanding Gender ....................................... 7
Essay 2: Doing Gender .................................................... 7
Resits ........................................................................... 8
Communications and Feedback ........................................ 8
Teaching and Staff Contacts ............................................ 9
Lecture Summary .......................................................... 10
Readings and Resource List ........................................... 11
Appendix 1 – General Information ................................. 13
Students with Disabilities .............................................. 21
Learning Resources for Undergraduates .......................... 21
Discussing Sensitive Topics ............................................ 22
Tutorial Sign-Up ............................................................ 22
External Examiner ........................................................ 22
Appendix 2 - Course Work Submission and Penalties ........... 23
Penalties that can be applied to your work and how to avoid them ........................................ 23
ELMA: Submission and Return of Coursework .................. 23
Extensions: New policy-applicable for years 1 -4 ............... 24
Exam Feedback and Viewing Exam Scripts: ..................... 24
Plagiarism Guidance for Students: Avoiding Plagiarism ....... 24
Data Protection Guidance for Students ............................ 25

Understanding Gender in the Contemporary World: SSPS08010
Learning Outcomes
On completion of this course, students will be able to:

1. Show a critical understanding of the concept of gender, including its relational, institutional and symbolic dimensions;
2. Identify and reflect on how power relations based on gender, race, class and sexuality affect their own lives and how these power dynamics affect the lives of others on local, national, and global scales;
3. Apply theoretical gender debates & practical tools to real-world issues;
4. Equip themselves with the skills and knowledge required for a gendered analysis of texts, images, institutions and contexts;
5. Acquire the background understanding of key concepts and issues in gender studies that will enable them to contextualize their later learning in this area.

Some Background on this Course
*Understanding Gender* is the flagship of the University of Edinburgh-EUSA Gender Initiative, which is enhancing the provision of Gender Studies courses at the University. It is a participatory project involving the School of Social of Political Science, EUSA, academics from across the University and students. Indeed, a group of 4th year undergraduates (from SSPS and PPLS) have co-designed and tested many of the learning resources and interactive activities that you will use on the course.

Graduate Attributes
This course equips students with critical awareness and substantive understanding of gender in the contemporary world as well as transferable skills to undertake gender analysis. Studying gender gives us essential insights into the ways in which gender power relations affect our own lives, as well as the lives of others on local, national and global scales. It encourages us to think about familiar topics in new ways, to apply theoretical debates and tools to practical real-world issues, and to consider the importance of gender in the exercise of professional skills and responsibilities. Studying gender therefore fosters a range of skills that are of value in the public, private and third sectors, particularly for students seeking to work on gender and equality issues.

By the end of this course, you will have strengthened your skills in:

- **Communication and Research** – analysing evidence and using this to develop and support a line of argument in oral and written work;
- **Critical Analysis** – comparing, contrasting and evaluating different arguments in the work of other authors;
- **Project Management** – working independently and as part of groups, prioritising objectives, and working to deadlines;
- **IT** – locating material online, using blogs, LEARN and other online resources;
- **Social Responsibility** – developing an awareness of gender issues within a global context and their importance in the exercise of professional skills and responsibilities.
Teaching Methods

Lectures:

*Understanding Gender* is taught by a combination of lecture and tutorial classes. We have two 50-minute lectures each week – **Mondays** and **Thursdays** at **11.10 – 12.00 pm** in **Appleton Tower, Lecture Theatre 3**. There is a full lecture outline in this handbook, and this is also available via your electronic reading list which you can access via LEARN or at: [http://resourcelists.ed.ac.uk/lists/CDE9FC9D-5071-B3B7-416E-6B9861DCFE70.html](http://resourcelists.ed.ac.uk/lists/CDE9FC9D-5071-B3B7-416E-6B9861DCFE70.html)

The purpose of lectures is to introduce, inform and stimulate: they set out the general framework of the course, outline competing analyses of particular questions, issues and concepts, provide guidance to more complex texts and ideas, and try to engage your intellectual interest. They are a supplement to, not a substitute for, reading and tutorial participation.

Lecture slides summarising the main points covered, and/or offering supplementary information, will be available in advance of each lecture on the *Understanding Gender* LEARN site. PPT slides are not a substitute for lecture attendance or diligent reading.

Tutorials:

Tutorials are held once a week beginning week 2. During these sessions, a variety of teaching methods will be employed, including small group and whole class discussions and exercises, and other activities. Tutorials are used to deepen your knowledge of the material to which you have been introduced in your lectures and in your reading. Tutorials also encourage you to articulate and develop ideas for yourselves in group discussion. As such you are expected to be prepared, and make an active contribution to tutorial discussions and exercises (see section on gender observations below).

**Attendance at tutorials is compulsory.**

You are also expected to be ready to listen, ask questions and comment constructively and respectfully on the contributions of others. Healthy debate is welcome; sexist, racist, homophobic and intemperate language is not. The programme for tutorial classes will be distributed at your first tutorial session, which meets the second week of term.

Gender Observations:

Throughout the semester, each student is expected to keep a weekly gender journal (or **gender observations**). The purpose of this exercise is to relate the course material to your own personal observations and experiences of ‘doing gender’ in everyday life. Full guidance on the content and submission
process for gender journals will be provided in Lecture 2 (‘Doing Gender’) and posted on LEARN.

You will be given a weekly prompt or question to guide your observations (outlined in your tutorial plan), and should be prepared to discuss your gender observations in tutorial. Prompts will relate to the course material being discussed each week, and may ask you to reflect on experiences from your own daily lives, or may relate to situations which you observe amongst other people, in the news, in popular culture, and so on. Your tutor will provide general feedback and comments on your tutorial group’s gender observations as a whole each week. Your gender observations will also feed into your second piece of assessment (worth 25% of your overall mark) - which asks you to think critically about what it means to ‘do gender.’ Examples of gender journals are posted on LEARN.

For further reading on the academic rationale behind using gender observations in teaching, see:


### Assessment

Students will be assessed by:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word count limit</th>
<th>Weighting</th>
<th>Submission date</th>
<th>Return of feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1, on the concept of gender</td>
<td>1000 words max (excluding bibliography)*</td>
<td>25%</td>
<td>19/10/16 (all coursework is due at 12 noon on the date of submission)</td>
<td>9/11/16</td>
</tr>
<tr>
<td>Essay 2, based on gender observations</td>
<td>1000 words max (excluding bibliography)</td>
<td>25%</td>
<td>16/11/16 (all coursework is due at 12 noon on the date of submission)</td>
<td>7/12/16</td>
</tr>
<tr>
<td>Exam</td>
<td>NA</td>
<td>50%</td>
<td>Exam dates are set by Student Administration. Exam diet</td>
<td>Dates will be published closer to the time Please also see</td>
</tr>
</tbody>
</table>
Essay 1: Understanding Gender

Your mid-term essay is due in by **12.00 noon** on **Wednesday 19 October 2016**. Lateness penalties take effect immediately after 12.00 (any essay submitted after 12.00.00 will incur a full day’s lateness penalty). Work will be returned via ELMA by **9 November 2016**.

Your essay question and guidance is as follows:

‘Gender must be understood as a social structure. It is not an expression of biology, nor a fixed dichotomy in human life or character. It is a pattern in our social arrangements, and the everyday activities shaped by these arrangements’ (Connell and Pearse 2015: 11).

*What do you think Connell and Pearse mean by this statement, and can you give at least two examples to support your argument?*

We are using this first assignment to get you to critically reflect on the core concepts in this course, as well as further familiarize yourself with how to write in an academic style and reference your work. In this course we value complexity – in other words, you need to go beyond a simple ‘yes’/’no’ approach to address the question of *why* gender should be understood as a social structure, rather than a fixed dichotomy. You need to support your argument by engaging directly with Connell and Pearse (your core textbook), but you should also bring in some other references from the course thus far. This is a short essay, so stay focused on the concept of gender – don’t get too caught up in the examples and lose sight of your argument.

Essay 2: Doing Gender

Your second essay is due towards the end of the semester, by **12.00 noon** on **Wednesday 16 November**. Lateness penalties take effect immediately after 12.00 (any essay submitted after 12.00.00 will incur a full day’s lateness penalty). Work will be returned via ELMA by **7 December 2016**.
Your essay question and guidance is as follows:

Throughout this course, we will explore a variety of literature and resources that address the ways in which gender is socially constructed and enforced in our every-day lives. One of the concepts that we will spend a lot of time on is that of ‘doing gender’ (following the work of scholars like Candace West and Don Zimmerman, Judith Lorber, Judith Butler, and many others). Your weekly tutorial gender observations will give you the opportunity to reflect on your own daily personal and observed experiences of ‘doing gender’.

In your reflective essay, you should think critically about what it means to ‘do gender’ – how we do it, why we do it, and what the effects of ‘doing gender’ are in terms of wider power relationships and gender (in)equality. You should not only draw on your own blog observations over the course of the semester, but should also relate these experiences to broader course themes, citing relevant readings and authors from the semester (we recommend using Harvard citation style – see guidelines here).

While you should cite relevant literature, a reflective essay differs from ‘traditional’ academic writing in a number of respects. As above, it may use personal reflections or anecdotal descriptions of specific events to illustrate its points, and usually adopts a more personal tone (first person voice is appropriate). However, it should have a clear theme and structure – it is NOT just a personal narrative that describes what you did and how you felt about it. Rather, it asks a specific, focused question and comes to a conclusion about it. It draws on personal experience to interrogate and illuminate larger issues around, for example, identity, power and (in)equality (linking to relevant literature).

Please refer to the assessment and submission procedure information on our webpages which you will find in appendix 2.

Resits
The resit will consist of an examination that will run in the August resit diet. The resit exam will cover content from all modules of the course.

Communications and Feedback
You are strongly encouraged to use email for routine communication with lecturers. We shall also use email to communicate with you, e.g., to assign readings for the second hour of each class. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use ‘private’ email addresses such as yahoo or hotmail; it is therefore essential that you check your university email regularly, preferably each day.
Feedback – both informal and formal – is provided in a number of different ways in this course. Any student is welcome to come speak to the Course Organiser or their tutor about their performance during guidance & feedback hours (or by appointment) during the semester.

Essay feedback will be returned within 15 working days of the essay submission deadline with a standardized marksheet (a copy of this is posted on LEARN). This will include your mark, as well as constructive comments on the style, structure, content and analysis of the essay, and will also feed forward with suggestions for future work. Students are entitled to request further feedback/clarification from the marker if they have questions about the written feedback they receive regarding coursework. You will also be provided with both general and individualized feedback on exam performance (dates on return of exam feedback will be published closer to the time).

We also appreciate your comments and feedback throughout the course. We will ask each tutorial group to elect a tutorial representative who will be invited to attend a mid-semester staff-student meeting after the first piece of assessment has been submitted (date and time TBC). It provides an opportunity for you to feedback (through your representatives) on issues related to course design, delivery and administration. Reps may also convey concerns or questions directly to the course organiser at any point during the course. At the end of the semester, we ask all students to fill in a questionnaire about the various lecture blocks and other aspects of the course. We will do our best to incorporate your constructive suggestions into the program for subsequent years.

**Teaching and Staff Contacts**

<table>
<thead>
<tr>
<th>COURSE ORGANISER</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Meryl Kenny</td>
<td>SSPS</td>
<td><a href="mailto:M.Kenny@ed.ac.uk">M.Kenny@ed.ac.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LECTURERS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Pablo Schyfter</td>
<td>SSPS</td>
<td><a href="mailto:P.Schyfter@ed.ac.uk">P.Schyfter@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr. Elinor Mason</td>
<td>PPLS</td>
<td><a href="mailto:Elinor.Mason@ed.ac.uk">Elinor.Mason@ed.ac.uk</a></td>
</tr>
<tr>
<td>Professor Fiona Mackay</td>
<td>SSPS</td>
<td><a href="mailto:f.s.mackay@ed.ac.uk">f.s.mackay@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr. Shereen Benjamin</td>
<td>Education</td>
<td><a href="mailto:shereen.benjamin@ed.ac.uk">shereen.benjamin@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr. Maddie Breeze</td>
<td>Queen Margaret University</td>
<td><a href="mailto:MBreeze@qmu.ac.uk">MBreeze@qmu.ac.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TUTORS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Elena Pollot</td>
<td>SSPS</td>
<td><a href="mailto:epollot@ed.ac.uk">epollot@ed.ac.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE SECRETARY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex Dysart</td>
<td>UTO</td>
<td><a href="mailto:Alex.Dysart@ed.ac.uk">Alex.Dysart@ed.ac.uk</a></td>
</tr>
</tbody>
</table>
## Lecture Summary

*Lectures are held Mondays and Thursdays at 11.10 – 12.00 in Appleton Tower, Lecture Theatre 3.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1: Introducing Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 September Wk. 1</td>
<td>1. Introduction: Understanding Gender</td>
<td></td>
</tr>
<tr>
<td>22 September Wk. 1</td>
<td>2. Doing Gender</td>
<td></td>
</tr>
<tr>
<td>26 September Wk. 2</td>
<td>3. Learning the Rules: Thinking About Gender in Schooling</td>
<td>First tutorials this week</td>
</tr>
<tr>
<td><strong>Part 2: Key Concepts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 September Wk. 2</td>
<td>4. Are Men from Mars and Women from Venus?</td>
<td></td>
</tr>
<tr>
<td>3 October Wk. 3</td>
<td>5. Men and Masculinities</td>
<td>Identify tutorial representatives</td>
</tr>
<tr>
<td>6 October Wk. 3</td>
<td>6. Understanding Power and Inequality</td>
<td></td>
</tr>
<tr>
<td>10 October Wk. 4</td>
<td>7. Power in Action: Stereotypes, Ideology and Implicit Bias</td>
<td></td>
</tr>
<tr>
<td>13 October Wk. 4</td>
<td>8. Power in Action: Relationships, Institutions and Symbolic Orders</td>
<td></td>
</tr>
<tr>
<td>17 October Wk. 5</td>
<td>9. Non-Binary Gender Identities, Politics and Ideas</td>
<td>First essay due 19/10/16</td>
</tr>
<tr>
<td>20 October Wk. 5</td>
<td>10. Ain’t I a Woman? Understanding Intersectionality</td>
<td></td>
</tr>
<tr>
<td><strong>Part 3: Contemporary Contestations and Challenges</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 October Wk. 6</td>
<td>11. Gendered Bodies in Sport</td>
<td></td>
</tr>
<tr>
<td>27 October Wk. 6</td>
<td>12. Gender, Science and Technology</td>
<td></td>
</tr>
<tr>
<td>31 October Wk. 7</td>
<td>13. Gender, Representation and Popular Culture</td>
<td></td>
</tr>
<tr>
<td>3 November Wk. 7</td>
<td>14. Film Discussion: Miss Representation</td>
<td></td>
</tr>
<tr>
<td>7 November Wk. 8</td>
<td>15. Work and Care</td>
<td></td>
</tr>
<tr>
<td>10 November</td>
<td>16. Sexual Harassment, Consent and Violence</td>
<td></td>
</tr>
<tr>
<td>Wk. 8</td>
<td>Wk. 9</td>
<td>Wk. 10</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>14 November</td>
<td>17. Gender on a Global Scale 1: Law and Human Rights</td>
<td>21. Exam Review</td>
</tr>
<tr>
<td>17 November</td>
<td>18. Gender on a Global Scale 2: Institutions, Economies and States</td>
<td></td>
</tr>
<tr>
<td>21 November</td>
<td>19. Gender on a Global Scale 3: Strategies for Change</td>
<td></td>
</tr>
<tr>
<td>24 November</td>
<td>20. Beyond Gender: Where To From Here?</td>
<td></td>
</tr>
</tbody>
</table>

### Readings and Resource List

Your reading list for this course is available electronically through Talis Aspire at: [http://resourcelists.ed.ac.uk/lists/CDE9FC9D-5071-B3B7-416E-6B9861DCFE70.html](http://resourcelists.ed.ac.uk/lists/CDE9FC9D-5071-B3B7-416E-6B9861DCFE70.html) (you can also access this via LEARN).

Details of how to use this will be provided in the first lecture and on LEARN.

To do well on this course, and to ensure a full understanding of the complex issues and debates that we cover, you **must be prepared to read widely**. The above list provides a wide range of different readings for you to try. Start with the required readings listed under each lecture and tutorial topic, but please don't stop there – we encourage you to read **beyond** the required reading, particularly for essays and exams. If you’re interested in a particular topic, you’ll also have the chance to explore it in more depth in gender courses offered in later years (please see a list of these options on LEARN). Most of this material is available on-line, via the above electronic reading list, or in the **Main University Library** in George Square.

### Going Beyond the Reading List

If you cannot find a particular book or journal, then use others. The reading lists are designated to set you thinking – they are not definitive. There is no single text that will provide comprehensive coverage of each and every aspect of this course. Remember that almost every item on the reading list has extensive bibliographies, which provide good starting points for further research. You are also encouraged to seek additional sources independently. If you are having trouble finding the material you need, or accessing particular readings, we encourage you to talk to your tutor, lecturers, or Course Organiser.

### A Note on the Reading List

Understanding Gender in the Contemporary World: SSPS08010
We see the electronic reading list as a ‘living document’, which means that we may update it with readings or comment pieces that are published during the semester, or that we come across in our own reading and research. We will make a point to let you know about new readings that are especially useful. Your required readings from the course texts will not change.

Core Textbooks

There is no single text that covers the entirety of the topics on this course, but there is one that covers many elements of it and that we encourage you to buy. It is also available as a Library E-Book. This will also be a useful book if you decide to take gender courses later on in your degree.


Previous editions of this are also available in the library, but we do recommend that you use the latest edition.

Further Introductory Reading

Here are some additional introductory textbooks and resources worth consulting:


## Detailed Lecture Outline

### Part I  Introducing Gender

<table>
<thead>
<tr>
<th>1:</th>
<th><strong>Introduction – Understanding Gender</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer:</td>
<td>Dr. Meryl Kenny (and Teaching Team)</td>
</tr>
<tr>
<td>Date:</td>
<td>Monday 19 September, 11.10 – 12.00</td>
</tr>
</tbody>
</table>

This lecture will provide an introduction to sex, gender and why they matter for issues of power, identity, justice and equality in the contemporary world. The lecture will also introduce the teaching team, outline the structure and content of the module, and discuss the scheme of assessment.

<table>
<thead>
<tr>
<th>2:</th>
<th><strong>Doing Gender</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer:</td>
<td>Dr. Meryl Kenny</td>
</tr>
<tr>
<td>Date:</td>
<td>Thursday 22 September, 11.10 – 12.00</td>
</tr>
</tbody>
</table>

What is gender, and why does it matter? Where did the term come from? Is it something we have, learn, do or perform? How is gender 'made', and how does it shape how we act and interact with others? How does it intersect with other categories of difference? This lecture will explore what it means to understand gender as a social structure, rather than an expression of biology, or a fixed dichotomy in human life. It will also, picking up from Lecture 1, provide further guidance on your weekly gender observations, as well as your assessment for the course.

<table>
<thead>
<tr>
<th>3:</th>
<th><strong>Learning the Rules – Thinking About Gender in Schooling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer:</td>
<td>Dr. Shereen Benjamin</td>
</tr>
<tr>
<td>Date:</td>
<td>Monday 26 September, 11.10 – 12.00</td>
</tr>
</tbody>
</table>

What do children learn as they move through schooling? An obvious answer is that they learn school subjects: the formal curriculum of the school. But they also learn a host of other things, including what is expected of them as a boy or as a girl, and this learning takes place in many places, including playgrounds, dinner halls and changing rooms as well as in classrooms and assemblies. This lecture considers schools as sites for the production of gender, where children and young people actively negotiate and forge their own gendered identities according to 'rules' not of their own making or choice. We will examine how some school subjects have come to be seen as belonging to one gender or another, we will look at some explanations underlying headlines statistics about gender and achievement in schools, and we will consider how wider societal notions of what it means to be gendered are played out in the local context of particular schools, as children go about the business of forging a gendered sense of self.
In preparation for this lecture, you should think back to your own schooling, and make some notes about how and where gender figured in your own experience. Try to think back to primary school as well as secondary school if you can, and think about informal spaces in the school as well as formal classroom work. If you are a parent, you might want to think about your children's schooling from a parent's perspective, and if you have worked in a school or nursery context, use that experience too. You should also read the first two chapters of Connell and Pearse (2015), your core textbook: the lecture will assume that you are familiar with the content of these two chapters, so you will find it much easier to follow if you have read, thought about, and made some notes on both of them.

**Part II**

**Key Concepts**

<table>
<thead>
<tr>
<th>4:</th>
<th>Are Men from Mars and Women from Venus?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer:</td>
<td>Dr. Pablo Schyfter</td>
</tr>
<tr>
<td>Date:</td>
<td>Thursday 29 September, 11.10 – 12.00</td>
</tr>
</tbody>
</table>

Sex is a binary that we commonly understand as natural, innate and outside our control. Male and female are mutually-exclusive categories established by biology and independent of anything we choose to think, say or do. Are these presuppositions correct? Are men and women fundamentally distinct and separated by a natural division?

In this lecture we explore these questions by studying some of the history of the sexual binary. We investigate the manner in which different parts of society, especially the biological sciences, have established and sustained the belief in an intractable binary. We examine the politics underlying our assumption that men and women are different by nature, and arrive at an understanding of sex as no less conventional than our many other ways of categorising people. No study of body parts, genes or neurology can arrive at the fundamental divide, because no fundamental divide exists.

<table>
<thead>
<tr>
<th>5:</th>
<th>Men and Masculinities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer:</td>
<td>Dr. Pablo Schyfter</td>
</tr>
<tr>
<td>Date:</td>
<td>Monday 3 October, 11.10 – 12.00</td>
</tr>
</tbody>
</table>

Though gender is a binary, the word too often is made synonymous with 'women'. In this class, we investigate the component of gender that can be too easily overlooked: masculinity. We explore the multiplicity of masculinities, the hierarchies that divide and ranks those masculinities, expectations of 'true men', and the manner in which these all relate to our understanding of femininities and women.

We begin with a look at R.W. Connell's idea of 'hegemonic masculinity' in order to understand how masculinities vary and how some masculinities gain power and standing over others. We then delve into two case studies-of men.
in engineering spaces and of men in medical testing—to explore the relationships between masculinity, identity and behaviour.

6: Understanding Power and Inequality
Lecturer: Dr. Meryl Kenny
Date: Thursday 6 October, 11.10 – 12.00

While gender relations are always being made and re-made in our everyday lives, we are not always free to ‘do gender’ however we like - the rewards and costs of ‘doing gender’ are distributed unequally. When we speak about gender, then, we don’t just speak about difference, we also speak about hierarchy, power and inequality (cf. Kimmel 2012). Women’s bodies, for example, are frequently objectified online, yet women are much less likely to be producing web content or have access to the internet. In the UK, we now have our second-ever female prime minister, yet women still hold less than a quarter of parliamentary seats worldwide. And on the 10th of November, we will mark Equal Pay Day in the UK, the day on which women effectively stop earning relative to men due to the gender pay gap (disparities which are even larger for women of colour).

These facts and figures are not random – they form a pattern of gender arrangements, or the gender order of a society. In this lecture, we will evaluate feminist and gendered accounts of power, questioning conventional boundaries between public and private, and evaluating the intersection of gender with other social structures. We move on to discuss what it means to conceive of gender as a structural relation, focusing in particular on Connell (and Pearse’s) four dimensions of the structure of gender relations - power, production, cathexis and symbolism - as tools for thinking about inequality.

7: Power in Action – Stereotypes, Ideology and Implicit Bias
Lecturer: Dr. Elinor Mason
Date: Monday 10 October, 11.10 – 12.00

There are various ways that people can be biased against members of social groups. One is explicit: someone might just hold an explicit belief that members of the relevant group are inferior in some way. There is plenty of explicit bias about. However, there are also more subtle forms of bias, and that is what we will focus on in this lecture. We will examing conceptual tools from philosophy in combination with empirical research from psychology to make sense of the ways in which we have absorbed and then regurgitate problematic ideas about other people.

8: Power in Action – Relationships, Institutions and Symbolic Orders
Lecturer: Dr. Meryl Kenny
Date: Thursday 13 October, 11.10 – 12.00
In this lecture, we situate individualistic psychological explanations for ongoing gender inequality and injustice (such as implicit bias and stereotyping) within the broader institutional and symbolic universe that we inhabit. We consider the argument that gender is not simply a set of ideas about men or women, or masculinity and femininity, and their proper relations to each other; but rather that gender is a primary way of categorizing, ordering and symbolizing power (cf. Scott 1986). We then examine Carol Cohn’s useful typology of gender as individual practice, as a way of structuring relations, and as a symbolic structure – arguing that these different 'levels' should not be viewed in isolation, but rather as inter-related aspects of gender-as-power-structure. We go on to apply this multi-layered gender analysis to a case study of 'power in action’ – focusing on the relationship between gender, war and militarism.

9: Non-Binary Gender: Identities, Politics and Ideas
Lecturer: Dr. Maddie Breeze
Date: Monday 17 October, 11.10 – 12.00

Social theories of gender, and feminist activism, often rely on a binary logic of gender, and this can be the case even when theorists and activists are deliberately trying to get beyond understandings of gender as a set of fixed, mutually exclusive, oppositional categories as in woman/man, femininity/masculinity. In this lecture, we will consider how different identities, social movements, and ideas challenge, unsettle, and work within such binary logics, including transgender activism and scholarship. In the process, we will raise difficult political and ethical questions about representation, co-optation, and power.

10: Ain’t I a Woman? Understanding Intersectionality
Lecturer: Dr. Meryl Kenny
Date: Thursday 20 October, 11.10 – 12.00

As we have highlighted throughout the course, structures of gender are interwoven with other social structures – structures such as race, class, ethnicity, sexuality, and ability - which intersect and interact with each other to shape and reinforce patterns of advantage and disadvantage. 'Intersectionality' – first coined by Kimberlé Crenshaw in the late 1980s – is now a foundational concept in gender studies, yet what it means and how it can and should be applied remains a hotly debated topic in the field. In this lecture, we will investigate the origins and foundational narratives of intersectionality, as an intellectual and activist movement. We will also trace the 'travelling' of the concept of intersectionality in feminist and gender theory and politics, and evaluate several examples of intersectional research in practice.
Part III Contemporary Contestations and Challenges

11: Gendered Bodies in Sport
Lecturer: Dr. Maddie Breeze
Date: Monday 24 October, 11.10 – 12.00

Despite vast increases in the participation of women and girls in sport at all levels, the impression remains that sport is 'by, for, and about men' (Cooky et al., 2013: 203). Sport is a primary social location for the reproduction and contestation of gender inequality, where 'boundaries of gender difference are crossed as well as preserved' (Grindstaff & West, 2006: 515). In this context we will unpack 'common-sense' understandings of gendered bodies in sport; about the 'naturalness', abilities, limits, health, and injuries of bodies marked by gender. We will consider how sport, where 'natural' bodily capacity is delineated, expanded, and augmented (Cavanagh & Sykes, 2006: 790) can highlight 'the contingency, however constrained, of even the most entrenched ways of thinking about bodies' (Throsby, 2013: 5). The lecture exposes biological essentialism to a critical lens, and looks to the social construction of gendered bodies to understand sport as a context where gendered bodies are produced, performed and disciplined.

12: Gender, Science and Technology
Lecturer: Dr. Pablo Schyfter
Date: Thursday 27 October, 11.10 – 12.00

Science and technology are two of the most prominent institutions in many of our societies. The first holds a high standing and great sway over how we view and engage with our world. The second exists everywhere: from the clothes we wear to the innards of our economies. Both institutions have exceedingly gendered histories, and they both continue to reflect present-day gender divisions and politics.

In this lecture we study the history of Western science, and the manner in which we came to view the practice and its practitioners as inherently masculine. We also explore the way in which technological professions like engineering have been and continue to be similarly masculinised. Finally, we study the way in which the technological world in which we exist is gendered. We analyse how even the most mundane of our technological artefacts sit within the divisions and politics of gender.

13: Gender, Representation and Popular Culture
Lecturer: Dr. Meryl Kenny
Date: Monday 31 October, 11.10 – 12.00

The media plays a major role in constructing gender, and 'popular' views of what appropriate gendering is, in turn, shape how we interact and communicate with each other. This lecture explores the relationship between gender, political representation and the media, focusing in particular on the
2016 US Presidential Election (which takes place the week after this lecture) while also placing the American case within a wider comparative context of women's political under-representation around the world. We will investigate the extent to which, and ways in which, politicians have been symbolically represented in a gendered fashion in the 2016 presidential campaign, and then conclude by asking whether it matters - and if so, in what ways and in respect of whom.

### 14: Film Discussion – Miss Representation

**Lecturer:** Dr. Meryl Kenny  
**Date:** Thursday 3 November, 11.10 – 12.00

In this lecture session, we will watch and discuss the 2011 documentary film 'Miss Representation' ([www.missrepresentation.org](http://www.missrepresentation.org)), in advance of next Tuesday's US Presidential Election.

There will be chocolate.

### 15: Work and Care

**Lecturer:** Dr. Elinor Mason  
**Date:** Monday 7 November, 11.10 – 12.00

In this lecture, we will explore the structural and ideological conditions in which women work and care for their families. Historically, there have been some clear structural injustices, such as laws forbidding women from doing certain kinds of work, or mandating lower pay for women. However, it is apparent that inequalities remain when these barriers have been removed. Many of our most powerful stereotypes and ideological beliefs are centered on the nature of work and the family, and we will examine those ideas in an attempt to explain inequality, whilst paying attention to the diversity of women's experience.

### 16: Sexual Harassment, Consent and Violence

**Speakers:** Dr. Meryl Kenny; Sarah Moffat (Welfare and Equality Officer, EUSA); Patrick Garratt (EUSA VPAA); Chris Belous (Women’s Liberation Group Convenor)  
**Date:** Thursday 10 November, 11.10 – 12.00

This session explores the intersections of gender, power and violence, including the meanings and nature of interpersonal violence; the ways in which our definitions of violence include and exclude, and how this is shaped by gender and its intersection with other structures of power; and what our responses to such violence have been (and what they should be). We will explore these issues through a focus on sexual harassment and violence in universities, with a roundtable discussion on the 'No One Asks for It' campaign, developed in partnership by EUSA, the Edinburgh University Sports Union and the University of Edinburgh.
In our final section of the course, we make the links between gender equality and the 'global politics' of power, security and economy. In our first lecture, we focus on international law and the international human rights system through the lens of gender, exploring the ways in which they are organized around gendered assumptions that shape (and potentially limit) their ability to remedy gender inequality 'on the ground'. We also consider the tension between international human rights law and local gender justice as well as how international human rights have evolved in response to the rise of global feminisms. We explore these issues through a series of case studies, focusing in particular on the recognition of crimes of sexual violence in conflict.

In the second of our lectures on gender equality and global politics we will focus on the global economy. What do we mean when we say that the global economic system is "gendered"? What are the relational, structural, and symbolic dimensions of gender at play? How do gendered actors and institutions at national, global and local levels interconnect to reproduce or challenge existing patterns of power?

We explore these issues through a case study of the "global chains of care".

Throughout the course we have tried to link theory and practice. Not only are we interested in #UnderstandingGender in the contemporary world – but also in opportunities for changing the gender status quo. In this Lecture we discuss different -mostly feminist --strategies to tackle gender inequality and produce a more just global gender order. We examine the way that different approaches to gender result in different strategies for change including "outsider" strategies such as #SayHerName; “insider” strategies such as legal reform and gender mainstreaming; and strategies of the "outsiders within" such a feminist bureaucrats working for change inside local, national and global institutions. We also consider the limits of solidarity across difference.

Understanding Gender in the Contemporary World: SSPS08010
In this session, staff from across the School of Social and Political Science will join us for a discussion on the next big questions in the study of gender, from the perspective of their research and teaching. What are the next big gendered political transformations and what questions should we ask? What questions do we still need to answer? How can positive gender change be achieved?

<table>
<thead>
<tr>
<th>21:</th>
<th>Exam Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer:</td>
<td>Dr. Meryl Kenny</td>
</tr>
<tr>
<td>Date:</td>
<td>Monday 28 November, 11.10 – 12.00</td>
</tr>
</tbody>
</table>
Appendix 1 – General Information

Students with Disabilities
The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library. You can find their details as well as information on all of the support they can offer at: http://www.ed.ac.uk/student-disability-service

Learning Resources for Undergraduates
The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on ‘LearnBetter’ (undergraduate), part of Learn, the University’s virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject
specialists so they cannot comment on the content of your work. They also do not check or proof read students’ work.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

(For support with English Language, you should contact the English Language Teaching Centre).

**Discussing Sensitive Topics**

The discipline of gender studies addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, [http://www.ed.ac.uk/schools-departments/student-counselling](http://www.ed.ac.uk/schools-departments/student-counselling)

The following organisations may also be of use:

Scottish Women’s Aid: [http://www.scottishwomensaid.org.uk/contact-us](http://www.scottishwomensaid.org.uk/contact-us)

Rape Crisis Scotland: [http://www.rapecrisisscotland.org.uk](http://www.rapecrisisscotland.org.uk)

**Tutorial Sign-Up**

You will be automatically assigned to a Tutorial group in **week 1**. This allocation is done using Student Allocator a tool which will randomly assign you to a suitable tutorial group based on your timetable. The benefits of this system are that students will be able to instantly view their tutorial group on their personal timetable and timetable clashes will be more easily avoided.

Please check your timetable regularly in week 1 to see which group you have been assigned. If you have any issues, please contact the Course Sectary.

Please note that there are limited spaces in tutorial groups and there will be little room for movement. Any student requesting to be moved tutorial groups must have a valid reason for doing so.

**External Examiner**

The External Examiner for the Politics and International Relations programmes is: TBC
Appendix 2 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

There are three types of penalties that can be applied to your course work and these are listed below. Students must read the full description on each of these at:
http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

• Incorrect submission Penalty
  When a piece of coursework is submitted to our Electronic Submission System (ELMA) that does not comply with our submission guidance (wrong format, incorrect document, no cover sheet etc.) a penalty of 5 marks will be applied to students work.

• Lateness Penalty
  If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

• Word Count Penalty
  The penalty for excessive word length in coursework is one mark deducted for each additional 20 words over the limit. Word limits vary across subject areas and submissions, so check your course handbook. Make sure you know what is and what is not included in the word count. Again, check the course handbook for this information. You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages here. Remember, there is a 5 mark incorrect submission penalty, so read the guidance carefully and follow it to avoid receiving this.
Extensions: New policy-applicable for years 1 - 4

From September 2016, there will be a new extensions policy that applies to all courses in the school from years one to four.

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our webpages and take note of the key points below. You will also be able to access the online extension request form through our webpages.

- Extensions are granted for 7 calendar days.
- Extension requests must be submitted no later than 24 hours before the coursework deadline.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Exam Feedback and Viewing Exam Scripts:
General exam feedback will be provided for all courses with an examination. General feedback will be uploaded to the relevant course learn page within 24 hours of the overall marks for the course being returned to Students.

Students who sit the exam will also receive individual feedback. The relevant Course Secretary will contact students to let them know when this is available and how to access it.

If students wish to view their scripts for any reason, they must contact the relevant Course Secretary via email to arrange this.

Plagiarism Guidance for Students: Avoiding Plagiarism
Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. Passing off anyone else’s work (including another student’s work or material from the
Web or a published author) as your own is plagiarism and will be punished severely.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through ‘Turnitin’, our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student’s record. For further details on plagiarism see the Academic Services’ website:

http://www.ed.ac.uk/academic-services/staff/discipline/plagiarism

Data Protection Guidance for Students
In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, Personal Data Processed by Students, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents