

# SO112-15 International Perspectives on Gender

**26/27**

**Department**

Sociology

**Level**

Undergraduate Level 1

**Module leader**

Sarah Werner Boada

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

---

## Description

### Introductory description

Gender seems to be on the mouths of many conservative actors lately. In different regions, such as Latin America or Central and Eastern Europe, the claim is gaining ground that gender is a Western imposition that threatens local values and cultures. Meanwhile, anti-migrant rhetoric in the UK and elsewhere tries to have us believe that letting “non-Western” men in would be dangerous to women or queer people.

Was gender really invented by “the West”? Are feminist and LGBTQ politics any more advanced there? This module challenges these assumptions by showcasing gender and queer mobilisations in the majority world – regions that make up most of the land and population on the planet but are treated as peripheries in global power relations.

[Module web page](#)

### Module aims

This module introduces students to diverse manifestations of gender politics in places like North and South Africa, Central and Eastern Europe, or Latin America and the Caribbeans, and how

they interlocked with and responded to nationalist, socialist, or anti-colonial agendas in recent history. Importantly, it does so by discussing the role played by colonial ideology in those various local contexts and in how we perceive them in “the West”. We will learn together to question myths of Eastern backwardness, drawing on Romani, Third World, or decolonial feminisms. We will discuss how European coloniality shaped gender as we know it and orientalist representations that stem from it.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

1. Introduction: gender as “stranger danger” in international politics
2. “Why gender?” African epistemologies
3. Reproductive politics in Abya Yala
4. State socialism and the woman’s question in Central and Eastern Europe
5. Orientalism and Romani women
6. Reading Week
7. “The worst place for women”? Gender and imperialism in India
8. Gender, race, and class in post-Apartheid South Africa
9. The colonial politics of unveiling in Algeria
10. Gender, sexuality, and the Global War on Terror in West Asia

## Learning outcomes

By the end of the module, students should be able to:

- Understand the importance of studying gender in a global perspective and how it is constructed in articulation with other identities and power axes, such as race, class, religion, or ethnicity.
- Centre perspectives which are often ignored or misrepresented in Western/Eurocentric discussions of gender.
- Become familiar with diverse local and historical contexts in which different understandings of gender emerged and be able to compare and contrast them.
- Locate specific case studies within global power relations inherited from European colonialism.
- Make scholarly written presentations, locating, retrieving, processing, and analysing relevant material from the list of sources provided.
- Address the aims and objectives of the module demonstrating close engagement with module materials.

## Indicative reading list

[Reading lists can be found in Talis](#)

## Interdisciplinary

The module engages with research produced across a range of disciplines.

## International

The module discusses case-studies from several countries across a range of continents.

## Subject specific skills

### Cognitive Skills

In the process of developing a substantive understanding of diverse international social and cultural manifestations of gender in the twentieth and twenty first centuries, students will acquire the ability to:

1. Assess critically comparative social and cultural manifestations of gender, the complex ways in which gender is constructed in articulation with other social and cultural identities, and the differential impacts this has on individual capacities to exercise agency.
2. Locate, retrieve, process and evaluate a wide range of materials about gender, 'race', ethnicity, age, sexuality, class, religion and nationality in the twentieth and twenty first centuries.
3. Evaluate competing and complementary theoretical frameworks for understanding the interaction of gender with other social and cultural identities.
4. Make scholarly presentations, verbal and written, on the substantive and theoretical issues covered in the module material.

## Transferable skills

Students will learn the following transferable skills:

Think analytically

Enhance communication and verbal skills

Develop confidence in teamwork /group work

Increase confidence in presentation skills

Develop leadership skills

---

## Study

### Study time

Type	Required
Lectures	9 sessions of 1 hour (10%)
Seminars	9 sessions of 1 hour (10%)
Total	90 hours

Type	Required
Tutorials	(0%)
Project supervision	(0%)
Private study	72 hours (80%)
Total	90 hours

## Private study description

Reading and other preparation for seminars. Preparation and writing of critical review of article and essay.

## Costs

No further costs have been identified for this module.

---

## Assessment

You must pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

### Assessment group A1

	Weighting	Study time	Eligible for self-certification
<b>Assessment component</b>			
Reaction Report	25%	20 hours	Yes (extension)
A 500-word “reaction paper”, due after Reading Week, in which students summarise and critically discuss an article, video, or podcast of their choice from the course material. This will prepare them for their final essay. Student preparation and completion time: 20 hours.			

Reassessment component is the same

<b>Assessment component</b>			
Essay	75%	40 hours	Yes (extension)
a 1,500-word essay, in which students will answer a question from a list provided to them at the start of the term, drawing on course material – including the piece they discussed for their reaction paper.			

## Weighting

## Study time

## Eligible for self-certification

Reassessment component is the same

### Feedback on assessment

Students will receive written feedback via Tabula on both components of the assessment. The reaction paper aims to assess how students understand and engage with the course material on which they will draw for their final essay, so feedback received before the end of teaching will help them write their essay.

Moreover, students will have the opportunity to receive feedback on their essay plan/outline as formative work (ungraded, optional, due after midterm).

---

### Availability

#### Pre-requisites

NA

#### Courses

Course availability information is based on the current academic year, so it may change.

This module is Optional for:

- Year 1 of USOA-L314 Undergraduate Sociology and Criminology

This module is Option list A for:

- Year 1 of USOA-L301 BA in Sociology