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THE CENTRE FOR GENDER AND WOMEN'S STUDIES LANCASTER UNIVERSITY

The Centre for Gender and Women's Studies (CGWS) (previously The Institute for Women's Studies) was re-launched at Lancaster University in August 2007. In its previous form, it was launched as the Institute for Women's Studies in January 1998, as one of three designated research centres established by the Research Committee of Lancaster University between 1996 and 1998. Moreover, the origins of the Centre go back to undergraduate teaching on gender and women's issues within the Sociology Department in the 1970s. The original Centre for Women's Studies was established in 1984 and the first full-time appointment to Women's Studies at Lancaster was made in 1993. In August 2007 the Institute for Women's Studies was formally attached to the Department of Sociology and changed its name to the Centre for Gender and Women's Studies.

Since its inception in 1969, the Sociology Department at Lancaster has developed into a major centre of sociological research. In August 2007 a new interdisciplinary unit, the Centre for Gender and Women's Studies was established within the Sociology Department at Lancaster University. The Centre is now one of the strongest centres for Gender and Women's Studies in the UK and it is currently the only such unit that combines some undergraduate teaching, MA courses, and postgraduate training. It has been part of the successful submissions and high research ratings awarded to the Sociology unit at Lancaster University which has been in the top 'internationally outstanding category' in the national Research Assessment Exercise since 1986.

There are currently three core academic staff posts in the Centre and over twenty-five other academic members affiliated, representing a wide range of disciplines at Lancaster University. There are also a number of honorary fellows and international visiting scholars who have been and will continue to be based in the Centre.

Conferences have been an important aspect of the profile of Gender and Women's Studies at Lancaster University and, in recent years, there have been a number of very successful national and international events hosted here. For example, Transformations (1997); Testimonies (1999); Uprootings: Questions of Home and Migration (2000), Melancholic States (September 2007), and Gendered Fields (June 2008). In the last year the Centre organised together with the Department of Educational Research at Lancaster University, a conference on Gender, Education and the Body (September 2008). These have been supplemented by day-schools on various topics, such as The Monstrous Feminine (1997), Motherhood (2000), Re-imagining Communities (2002), Gendered Bodies, Technologies and Health Practices (2004), Gender, Technology, Performativity (2005) and Recasting Citizenship: Feminist Praxis Multicultural Zones (2006). The Centre ran a seminar series on Feminist Media Studies in 2007-8, as well as a seminar series on Emotional Labour during the academic year 2008-9. In addition, together with the Institute for Advanced Studies and the Feminist Media Studies Group it sponsored a Workshop on Hope and Feminist Theory, 8-9 January 2009. Events in 2009 also included an Emotional Labour Symposium in April and two Feminists Rethink Neo-Liberalism: Work/Space and Making a Difference Workshops in the spring. The Centre also runs a lunch time, open seminar series in which postgraduate students are actively involved.

Postgraduate research and education is one of the Centre's core activities. There are currently over fifteen MPhil/PhD students registered solely or jointly in Women's Studies. The student cohort is international, comprising in the last few years students from Canada, Chile, Ethiopia, Germany, Ghana, Ireland, Korea, Malaysia, Taiwan, Spain, the USA as well as British students. There is a good record of getting both AHRC and ESRC student awards, as well as Overseas Research Studentships and Lancaster University postgraduate studentships.

The research orientation of the Centre for Gender and Women's Studies at Lancaster University is interdisciplinary, innovative, and open. The backgrounds of the student and teaching staff is diverse, which makes intellectual exchange challenging. There is a strong commitment to feminist research and teaching: which means awareness of political legacies, of the need for vigilance about the position of women, and of the need for transformative strategies to reanimate this work.

MA Schemes Offered by The Centre for Gender and Women's Studies

The MA in Gender and Women's Studies

The purpose of the MA is to give students, who often have a background in either the humanities or the social sciences, postgraduate training which will widen their perspectives on Women's Studies and allow them to develop specialist interests. The degree will emphasise the issues and debates within Gender and Women's Studies and will develop methods and concepts that have become central to feminist scholarship as well as knowledge. There is a high degree of commitment to a cross-disciplinary approach in the MA degree. The MA in Women's Studies places a significant emphasis on the different ways of doing feminist research. It is expected that you will contribute considerably to the shaping of the course while you will gain a solid grounding in feminist theories and increased awareness of the diversity of feminist perspectives and approaches.

The MA in Feminist Cultural Theory and Practice (FCTP)

The MA in Feminist Cultural Theory and Practice generally draws on the same modules as the MA in Gender and Women's Studies, but with a stronger emphasis on the role of cultural formations, a different core course, and closer links with the MA in Cultural Studies (Institute for Cultural Research). You are also able to take one of the core modules from these MAs as an option: this will allow you to gain knowledge of some of the wider debates in cultural studies that inform, and are informed by, feminist debates. Although the MA is meant to investigate the specific questions posed by feminism about culture, you will be invited to consider the relation between feminist work and work done under the rubric of cultural studies. The MA will allow students to investigate cultural practices from a range of different feminist perspectives, and will also ask the question of why 'culture' itself has become a privileged term in feminist research.

Combined MA Schemes

Gender and Women's Studies and Education

Gender and Women's Studies and English

Gender and Women's Studies and Sociology

The Term Dates 2009/2010

Please note that all terms begin officially on the Friday prior to the start of teaching.

	Begins		Ends	
Michaelmas Term	Friday 2 October	2009	Friday 11 December	2009
Lent Term	Friday 8 January	2010	Friday 19 March	2010
Summer Term	Friday 16 April	2010	Friday 25 June	2010

Staff involved in the MA Schemes

Name	Department
Dr Paul Ashwin	Educational Research
Dr. Rebecca Coleman	Institute for Cultural Research
Dr Tess Cosslett	English
Dr. Anne Cronin	Sociology
Dr Sondra Cuban	Educational Research
Dr. Bulent Diken	Sociology
Dr. Debra Ferreday	Institute for Cultural Research
Dr Anne-Marie Fortier	CGWS & Sociology
Dr Lee Horsley	English and Creative Writing
Dr. Carolyn Jackson	Educational Research
Dr Hiroko Kawanami	Religious Studies
Dr Veronika Koller	Linguistics
Professor Maureen McNeil	CGWS
Dr Nayanika Mookherjee	Sociology
Professor Lynne Pearce	English
Dr Shuruq Naquib	Religious Studies
Dr Celia Roberts	Sociology
Dr Deborah Sawyer	Religious Studies
Dr Vicky Singleton	CGWS
Professor Lucy Suchman	Sociology
Dr Fiona Summers	Sociology
Dr. Jane Sunderland	Linguistics
Professor Christine Sylvester	Politics
Dr. Imogen Tyler	Sociology
Dr Jo Warin	Educational Research
Professor Linda Woodhead	Religious Studies

The CGWS MA Convenor is Maureen McNeil

☎ +44 (0)1524 594096 ✉ m.mcneil@lancaster.ac.uk, Room B129, Bowland North,

The Gender and Women's Studies and Sociology Department Offices

The Centre's office is located on B Floor, Bowland North College. Jane Collins (Centre Coordinator B139 Bowland North, (tel. 01524 592680 (external), 92680 (internal), runs the CGWS office. Her office hours are Tuesdays 9-5 (lunch 12-1); Wednesday and Thursday 9-1pm and Friday 9-12:15. Jane handles all CGWS events and MA applications to study here. Rachel Hemmings, Departmental Officer, B141 Bowland North, handles all other matters pertaining to postgraduate students in the CGWS and the Sociology Department. Please contact Maureen McNeil, the CGWS MA Convenor if you have any queries relating to the course – she can be contacted during her office hours which will be published on her office door (B129 Bowland North), or you can contact her by email (m.mcneil@lancaster.ac.uk) or telephone (tel 94096 (internal), 01524 594096 (external). **It is imperative that students inform the Department of any change of address or registration—please give this information to Rachel Hemmings.** There is a Gender and Women's Studies notice board (in the South Bay area of the Sociology Department in Bowland North 1st floor, adjacent to Kitchen B122) which should be checked regularly for general information, announcements, details of current activities and conferences.

Your pigeon holes in the Sociology Department post room (Bowland North B01) should be **checked regularly for mail as should your Lancaster University email** address (if you are doing a combined MA, please also check the pigeon holes in your combined department). We have a coffee room with (limited) tea and coffee making facilities, our own fridge and microwave! With Gender and Women's Studies being so interdisciplinary at Lancaster, we feel that having a designated Gender Studies space is very important for us to achieve a sense of belonging. So we hope you feel like you belong when you drink your coffee!

MA - Course Structure

Students registered for each of the MA schemes are required to take 6 modules; two core modules designated for their scheme (weekly sessions over 20 weeks) and four optional modules (10 weeks each). Additionally students are required to submit a dissertation (between 15 to 20 thousand words). Assessed coursework is the basis on which achievement of learning outcomes will be determined. Details of assessment are given below.

Two Core Courses (40 Credits, 22% of the overall assessment)

The core modules are designed to introduce students to classical and contemporary theories, and to give students a deeper understanding of the linkage between theory, method, and differing research programmes. Each module is assessed by an essay and one other assignment (together these constitute 11% of overall assessment).

Four Optional Modules (80 credits, 44% of overall assessment)

Optional modules vary for each scheme, please see the list of options and full descriptions below.

Dissertation (60 credits, 33% of overall assessment)

The dissertation (15,000 to 20,000 words) may be written on any topic where expert supervision is available. Most of the work on the dissertation will be conducted between June and September under the supervision of a member of the Centre or another member of the University academic staff. The aim is for students to demonstrate original theoretical synthesis, independent initiative in designing and carrying out research, and an ability to present scholarly work based on appropriate methods of enquiry. Please see Dissertation section below.

Timing : Completing the Course

Full-time students: you must complete your six modules and submit a dissertation by the Friday nearest to 15 September following your start in the previous October. Overall, you will be taking 6 modules, each of which last 10 weeks (1 term). Obviously, the number of modules you will take in each term depends on your choices. However, we would strongly advise that you take **no more than 1 course** in the Summer Term as this term should be largely **dedicated** to dissertation work. Please see the MA Convenor for advice on course choices.

Part-time students: you must complete your six modules and the dissertation by the Friday nearest 15 September, 24 months after starting. You should complete at least two of the compulsory modules and one optional module in the first year of the MA.

Assessment deadlines

Unless otherwise stated in individual module outlines, assignments should be submitted by the second Monday of the following term:

For modules taught in the Michaelmas (first) term: **Monday 18th January 2010 by 4pm.**

For modules taught in the Lent (second) term: **Monday 26th April 2010 by 4pm.**

Dissertation submission deadline: **Friday 17th September 2010 by 4pm.**

Modules taken run by other departments will have their own deadlines. Please see their module outlines.

Submission of coursework

Two copies of coursework should be submitted to Rachel Hemmings, Room B141 Sociology Department, Bowland North, together with the appropriate coversheet. A copy of the coversheet can be downloaded from the MA resources page on the CGWS and/or the Sociology Department webpages or the form at the end of this handbook can be photocopied.

Participation and Additional Activities

Information and updates

Your tutors will keep you up to date with any changes to the course. The MA has its own home page, and information will be posted there.

Modules are listed on the CGWS and Sociology Department Noticeboard – <http://domino.lancs.ac.uk/> (then go to **Gender and Women's Studies**).

Attendance

You are expected to attend all teaching sessions. If you are unable to attend (due to illness or another legitimate reason) you must notify the module tutor and the MA Convenor. If a full-time student plans to be away from the University for more than one week during term-time he/she should request permission in writing from the Course Director. If you are absent from the University for more than three days due to illness, you will need to complete a 'Self Certification' form available from Rachel Hemmings. If you miss more than three sessions you may have to re-take the course.

If a lecturer is absent for any reason the Centre will ensure that the session is either re-scheduled, or where appropriate, the content is communicated in another way. If a lecturer is absent, students will be notified in advance whenever possible.

You must inform the MA Convenor at the beginning of the Autumn term, which modules you are taking. This registration is essential. Similarly, if you change any modules let her know immediately.

Auditing

Auditing means attending a course but not being assessed. We have to implement regulations on auditing to control class sizes. Students should not audit more than two modules per year.

If you want to audit a module you need to discuss this with the tutor to gain the tutor's permission. The tutor will normally grant permission if there are not too many students registered for the module. Students need to decide at the beginning of the module whether they are taking the module as an assessed module or as an audited module and they must tell the tutor of their decision. Please note that to audit a course does mean that students make a commitment to attend each week and to participate fully in the module.

Part-time students are not allowed to take as an assessed module any module which they have previously audited.

Students have until week 3 of the module to opt to change registration of their module. To do this they need to ask permission from the course tutor and immediately inform the MA Convenor of any such changes in their registration.

Student Representation

Student representatives play a valued part in the running of the CGWS and in the Sociology Department more generally. There is a CGWS postgraduate representative who attends the Sociology Departmental Meetings (SDM) which are held twice a term. This student will represent the interests of CGWS students and bring any of your concerns to the attention of the Sociology Department. If you have any anxieties or concerns about the course, the Centre, the Sociology Department, the library, or the University environment as a whole, please do not keep them to yourself. Talk to your fellow students, your course tutors, or the MA Convenor, and we will do our best to address your concerns or direct you to the appropriate support services.

Research Events and Social Activities

The CGWS has a dynamic research culture and a strong commitment to linking teaching and research. All MA students are invited to the different research events that we have each year, which include lunch time seminars, research seminars and conferences.

The Centre organises 'open seminars' by feminist scholars from Britain and abroad and students play an active role in these. They provide participants with exposure to recent research and to interesting theoretical perspectives. Details will be posted on the Centre's notice board and web pages.

You are expected to attend these seminars.

In the coming academic year (2009-10) there will be a GWS seminar series which usually will be held on Tuesdays (16:15 to 18:00), These will be publicised. We are also planning a conference on work in care sectors for July 2010. Some seminars and events arranged by other Centres and Departments in the University may be of interest to Centre's students.

The Institute for Women's Studies/Centre for Gender and Women's Studies holds international conferences frequently. These have been organised around various different research themes, including: Romance (1993): Women/Time/Space (1995), Transformations: Thinking Through Feminism (1997), Testimonial Cultures and Feminist Agendas (1999), Uprootings and Regroundings (1999-2000), Melancholic States (2007), Gendered Fields (June 2008) and Gender, Education and the Body (September 2008) There have also been a number of one-day conferences and research seminars, on various topics: Motherhood (1993), Women in Britain in the 40's and 50's (1994), The Body (1995), Passing (1996), The Monstrous Feminine (1997), Feminist Epistemology (1998), Motherhood (2000), Feminist Futures (2001), Re-imagining Communities (2002), Class Outings (2003), and Gender, Technology, Performativity (2005), Emotional Labour (2008-9), Feminism and Neo-Liberalism (2009).

You will also be invited to all research events in the Sociology Department. The CGWS and the Sociology Department will also organise a number of social events for staff and postgraduate students during the year. These events provide opportunities to meet other MA and research students and members of the teaching and administrative staff on an informal basis.

Reading Groups

We encourage students to set up their own reading groups. In the past, students have found that reading groups allow them to investigate issues that they have not been able to look at in modules, or to go over difficult material, or to read new feminist texts. You might find reading groups help give you more support as you pursue your studies. One important aspect of the MA programme is that students come from a range of different disciplinary backgrounds. While interdisciplinarity is exciting and important as a way of questioning received knowledge, it also can make research more difficult. Reading groups can be a fun way of dealing with the difficulty of working in an area that does cross so many boundaries and can allow you to gain a sense of agency and collectivity as you learn.

For Those Of You New To Gender and Women's Studies

We recognize that our MA students come from diverse backgrounds, both in terms of cultural and educational backgrounds. Some of you will have already done modules in Women's and/or Gender Studies in the UK or elsewhere, some of you will be familiar with feminist debates, others of you will not have done any modules in Gender or Women's Studies or feminism at all. If you are new to Gender and Women's Studies/FCTP, or nervous about making the transition to a MA in Gender and Women's Studies/FCTP, please don't feel isolated, or keep silent. Talk to your fellow students, your personal tutor, your course tutors and/or the MA Convenor about any anxieties you may have.

The CGWS has a strong belief in the importance of collectivity. This also means respecting people's differences, and indeed valuing the different experiences and knowledge we bring to the classroom, as teachers or students. It means being prepared to listen to others, as well as to speak and make our own contributions. It is important that you realize how much you need to support each other - if we share our anxieties, we often find comfort in the fact that other people have them too.

Useful Texts

We suggest the following as useful introductory readings. You can also attend the first year undergraduate lectures in Gender and Women's Studies if you want more of an introductory background. These (GWS101) lectures are on Mondays at 11.00 a.m. and Tuesdays at 1pm in the Furness Lecture Theatre 2.

- Andermahr, S., Lovell, T., Wolkowitz, C. (2000) A Glossary of Feminist Theory, London: Arnold.
- Appignanesi, R. and Garratt, C. (1999) Introducing Postmodernism, Cambridge: Icon.
- Barry, P. (1995) Beginning Theory, Manchester: Manchester University Press.
- Beasley, C. (1999) What is Feminism? An Introduction to Feminist Theory, Sage.
- Coppock, V., Haydon, D. and Richter, I. (1995) The Illusions of Postfeminism: New Women, Old Myths, London: Taylor Francis.
- Cosslett, T. (et al) (eds) (1996) Women, Power and Resistance: An Introduction to Women's Studies, Milton Keynes: Open University Press.
- Humm, M. (ed) (1992) Modern Feminisms, New York: Columbia University Press.
- Jackson, S. and Jones, J. (eds) (1998) Contemporary Feminist Theories, Edinburgh: University Press.
- Lorde, A. (1984) Sister Outsider, Essays and Speeches, London: Sheba Feminist Publishers.
- Maynard, M. and Purvis, J. (1994) Researching Women's Lives from a Feminist Perspective, London: Taylor and Francis.
- Mohanty, C. T. Russo, A. and Torres, L. (eds) (1991) Third World Women and the Politics of Feminism, Bloomington: Indiana University Press.
- Morris, P., (1993) Literature and Feminism, Oxford: Blackwell.
- Pilcher, J. (1999) Women in Contemporary Britain: An Introduction, London: Routledge.
- Robinson, V. and Richardson, D. (eds) (1997) Introducing Women's Studies: Feminist Theory and Practice, 2nd edn., London: Macmillan.
- Watkins, S. A., Rueda, M. and Rodriguez, M. (1999) Introducing Feminism, Cambridge: Icon.

Overseas Students

If you have come from overseas, you will have to adjust to a different learning environment, culture and, in some cases, to a different language. The Centre really values the international profile of its students and recognizes the importance of cultural differences in generating dialogues and conversation. Obviously, you may need different kinds of support as a newcomer to this country as well as this university. We have sometimes organized meetings for overseas students in Gender and Women's Studies on the undergraduate, MA and PhD degrees, so that you can all meet other students who might share similar experiences in grappling with a new environment. So, do suggest this to a member of the CGWS staff if you think this would be helpful.

You could also take a look at the website of Linguistics and English Language Department where you can find details of a study skills programme called English for Academic Purposes which is for international students who are required or wish to improve their English language and study skills before starting their degrees (<http://www.ling.lancs.ac.uk>).

Please also see below the section 'Support for writing' and see your personal tutor, for information about support with writing in English.

Although every effort is made to deal with the experiences of women from different cultural backgrounds, you will find that many modules do privilege the experiences of women in the UK or the West. In some years we have held a Global Feminism reading group which meets to discuss feminist texts from around the world.

MA Personal Tutors

All students will be allocated to a CGWS personal tutor at the beginning of the academic year. Your tutor will give you general guidance whilst your dissertation supervisor will provide you with academic guidance. It will be up to you to get in touch with your tutor, so the level of contact you can expect will be dependent on your own needs and preferences. You may also contact the Sociology Department Postgraduate Personal Tutor- Dr Bulent Diken and he should be contacted to negotiate extensions for coursework in CGWS and Sociology.

MA in Gender and Women's Studies

Students taking the Gender and Women's Studies MA are required to take two core modules, Histories of Feminist Debates in the Michaelmas Term and Doing Feminist Research in the Lent Term. You then choose four other modules. See the modules outlines for full details.

Part-time students will take the two core modules with the full-time students, plus one other module in their first year and three modules in their second year plus the dissertation. The dissertation must be taken in the second year.

Core Modules

Histories of Feminist Debates
Doing Feminist Research

Optional Modules (not all courses will run every year)

Feminist Cultural Theory
Debates in Contemporary Feminism
Gender, Sex and Bodies
Engendered Education
Feminist International Relations
Gender and Language
Women and Spirituality in Western Religious Traditions
Gender and Islam: Muslim Women and the Qu'ran
Postcolonial Women's Writing and Film
Autobiography: Writing a Woman's Life
Victorian Women Poets
The Noir Thriller: from the 1930s to 'the near future'
Key Thinkers in Feminist Poststructuralist Thought

MA in Feminist Cultural Theory and Practice

Students studying for the MA in Feminist Cultural Theory and Practice take two core modules, Histories of Feminist Debates in Michaelmas Term and Feminist Cultural Theory in the Lent Term. You then choose four other modules: please see the course outlines in this handbook for full details. You may also be able to choose (depending on availability) the core course from the MA in Cultural Studies - Critical Debates in Cultural Studies. For confirmation of availability and course descriptions please consult the MA Co-ordinator in the Institute for Cultural Research (June Rye).

Core Modules

Histories of Feminist Debates
Feminist Cultural Theory

Optional Modules (not all courses will run every year)

Doing Feminist Research
Debates in Contemporary Feminism
Gender, Sex and Bodies: From the global to the biological
Engendered Education
Feminist International Relations
Gender and Language
Women and Spirituality in Western Religious Traditions
Gender and Islam: Muslim Women and the Qu'ran
Postcolonial Women's Writing and Film
Autobiography: Writing a Woman's Life
Victorian Women Poets
The Noir Thriller: from the 1930s to 'the near future'
Key Thinkers in Feminist Poststructuralist Thought

Combined Gender and Women Studies MAs

Each combined MA has special requirements. As it comes to core modules, students are required to take one module at the Centre for Gender and Women's Studies and the other one from another department. The latter links the two sides of the combined degree and can count towards either side of the degree. For those degrees administered and examined by the joint department (see below), please consult the joint department for full details and advice on choice of modules.

Even if you are not registered for a combined MA, there is opportunity to specialise your MA in Gender and Women's Studies through careful choice of option modules. For example, you may wish to develop particular knowledge and skills in Religious Studies in relation to Women's Studies and you would therefore choose some Religious Studies modules as options.

You will be given a registration form at the introductory meeting in October. You need to decide on the six modules you will take as soon as possible and return the completed form to the MA Convenor. Please choose carefully as changes to these registrations will be difficult.

Requirements

Details of the combined degrees are given below. Please note that as stated above, even if you are not registered for a combined degree, you may choose module options provided by other departments. Please discuss this with the MA Convenor.

MA in Gender and Women's Studies and English

Combined Convenor: Dr. Tess Cosslett
Examined and administered by CGWS

Students studying for the MA in Gender and Women's Studies and English take two core modules out of four possible listed underneath. Additionally they have to take four optional modules: either two Gender and Women's Studies modules and two English modules freely chosen or one CGWS module and three English modules freely chosen. Please see the CGWS modules outlines in this handbook for full details.

Core module

1. Either Doing Feminist Research or Histories of Feminist Debates
2. Either Victorian Women Poets, or Post-colonial Women's Writing and Film.

Optional modules (Gender and Womens' Studies)

Debates in Contemporary Feminism
Feminist Cultural Theory
Histories of Feminist Debates or Doing Feminist Research
Key Thinkers in Feminist Poststructuralist Thought

Optional modules (English)

Autobiography: Writing a Woman's Life
The Noir Thriller: from the 1930s to 'the near future'

MA in Gender and Women's Studies and Sociology

Combined Convenor is Dr. Anne Cronin
Examined and administered by CGWS

Core module

Doing Feminist Research
Gender, Sex and Bodies

Plus either two GWS modules and two Sociology modules freely chosen or one CGWS module and three Sociology modules freely chosen.

Optional modules (Gender and Women' Studies)

Debates in Contemporary Feminism
Feminist Cultural Theory
Histories of Feminist Debates
Key Thinkers in Feminist Poststructuralist Thought

Optional modules (Sociology)

See Sociology course listings

MA in Women's Studies and Education

Combined Convenor is Dr. Paul Ashwin
Examined and administered by Educational Research

Of the six taught modules, three must be taken from the range of modules in Gender and Women's Studies, including the compulsory core module GWS 402 Doing Feminist Research, and three from Education. One of your modules must be EDS 814 Engendered Education, but you can count this as either a Gender and Women's Studies or an Education module. Students undertake their dissertation with a supervisor of their choice from either department. *Please note that Gender and Women's Studies and Education is administered and examined by the Department of Educational Research - students registered on this scheme should therefore consult Educational Research for full details and advice on the choice of modules.*

Core modules

Doing Feminist Research
Engendered Education

Optional modules (Gender and Women's Studies)

Histories of Feminist Debates
Debates in Contemporary Feminism
Key Thinkers in Feminist Poststructuralist Thought

Optional modules (Education)

Combined Gender and Women's Studies students please note - **the Centre for Gender and Women's Studies cannot guarantee how the modules you choose in the combined part of your degree will be concerned with gender or informed by feminist perspectives.** These modules are offered as part of other departmental MA schemes and reflect other areas, theoretical issues and methodological approaches. The combined convenor can advise you on your choice of modules. Also, the Lancaster University Centre for Gender and Women's Studies prides itself on the variety of different types of feminism on offer. The modules will therefore vary in terms of feminist content.

Module Outlines - CGWS

On the following pages are details of many of the module options offered by the Centre for Gender and Women's Studies. However, by special arrangement, you may be able to take one of the many options taught in other departments which are not detailed here. Please discuss this with the MA Convenor. You can find out about MA modules offered by contacting the MA Co-ordinator in the relevant department or by visiting the various Departmental web sites.

Please note that the outlines produced below may vary from the full module descriptions. This enables tutors to include new research and make modifications. Due to staff changes, not every course will run each year. **Quotas may apply to some modules.**

Histories of Feminist Debates (GWS401)

Tutor: Professor Maureen McNeil (CGWS)

This course will provide a historical perspective on some of the key debates in feminism, as well as a theoretical framework for understanding and interpreting issues that are central to contemporary feminism. The course will enable you to reflect on the politics of knowledge, the ethics of research, and the relationship between disciplines and interdisciplinary spaces such as Gender and Women's Studies. As a result, it will enable you to situate your own research in relationship to the emergence of women's studies and feminism within the academy. The course will emphasise the importance of understanding genealogies of feminism, and will encourage you to think critically about how we can construct histories of feminism that are attentive to continuities, as well as ruptures, differences and contradictions. It will show how some key conceptual frameworks within feminism (including the sex/gender distinction, body politics and sexual difference) have been constructed over time. We will also consider how Black feminism, queer feminism, cyber feminism and trans/national/ postcolonial feminisms are indebted to earlier feminist movements, and often come into being through (affirmative) critiques of the central concepts of such movements. Throughout, the course will draw attention to the intersection of race, class, sexuality and gender in institutions, practices and representations.

Introductory reading

- Aaron, Jane and Sylvia Walby (1991). Out of the Margins: Women's Studies in the Nineties. London: Falmer Press.
- Ahmed, S., Kilby, J., Lury, C., McNeil, M. and Skeggs, B. (eds) (2000) Transformations: Thinking Through Feminism. London: Routledge.
- Beasley, C. (1999) What is Feminism? London: Sage.
- Bell, V. (1999) Feminist Imagination. London: Sage.
- Butler, J. (1990) Gender Trouble: Feminism and the Subversion of Identity. London: Routledge
- Delphy, C. (1977) The Main Enemy: a materialist analysis of women's oppression. London: Women's Research and Resources Centre Publications.
- Firestone, S. (1970) The Dialectic of Sex the case for feminist revolution. New York: Morrow.
- Gunew, Sneja (ed) (1991) A Reader in Feminist Knowledge, London: Routledge.
- Hooks, Bell (1989) Talking Back: Thinking Feminism, Thinking Black. London: The Women's Press.
- Hull, G. T., Bell Scott, P. and Smith, B. (eds) (1982) All the women are white, all the blacks are men, but some of us are brave: black women's studies. New York: Feminist Press.
- Jackson, S. (et al) (eds) (1993) Women's Studies: A Reader. London: Harvester Wheatsheaf.
- Jackson, S. and Jones, J. (eds) (1998) Contemporary Feminist Theories. Edinburgh University Press.
- Miller, N. K. (1991) Getting Personal: feminist occasions and other autobiographical acts. London: Routledge.
- Mirza, H. (1997) Black British Feminism. London: Routledge.
- Oakley, A. (1972) Sex, Gender and Society. Oxford: Martin Robinson.
- Personal Narratives Group (1989) Interpreting women's lives: feminist theory and personal narratives. Bloomington, Ind.: Indiana University Press.
- Rich, A. C. (1979) On lies, secrets and silence: selected prose, 1966-1978. New York: W. W. Norton, (1979)
- Robinson, V. and Diane Richardson (1997) (eds) Introducing women's studies: feminist theory and practice, 2nd edn. London: Macmillan.
- Spelman, E. V. (1990) Inessential woman: problems of exclusion in feminist thought. London: The Women's Press.
- Weedon, Chris (1999) Feminism, Theory and the Politics of Difference, Oxford: Blackwell.

Doing Feminist Research (GWS 402)

Tutor: Dr Celia Roberts (Sociology)

This module is compulsory for all MA Gender and Women's Studies students, apart from combined English and Feminist Cultural Theory and Practice students. Undertaken in the Lent Term, this module introduces you to both the practicalities and philosophies of doing interdisciplinary feminist research. It will help you to interpret, understand and explore the consequences of particular research methods and approaches. The studies of different types of research and methodologies will enable you to explore the many strands within the generic title 'feminist research', and to frame your own research within these terms.

Possible topics include feminist epistemologies and feminist postmodernism; interviewing; ethnography; textual research; post-colonial research; historical research and autobiography.

Introductory reading

- Maynard, M. and Purvis, J. (Eds.) (1994) Researching the Lives of Women from a Feminist Perspective. Basingstoke: Taylor and Francis.
- Reinharz, S. (1992) Feminist methods in Social Research Oxford: Oxford University Press.
- Warren, C.A.B (1988) Gender Issues in Field Research London: Sage.
- Harding, S. (Ed) (1987) Feminism and Methodology Indianapolis: Indiana University Press.
- Hading, S. (1991) Whose Science? Whose knowledge? Thinking from Women's Lives Milton Keynes: Open University Press.
- Ramazanoglu, C. with Holland, J. (2002) Feminist Methodology: Challenges and Choices, London: Sage
- Skeggs, B. (Ed.) (1995) Feminist Cultural Theory: Production and Process. Manchester: Manchester University Press.
- Fonow, M. M. & Cook, J.A. (Eds) (1991) Beyond Methodology: Feminist Scholarship as Lived Research, Indianapolis: Indiana University Press.

Feminist Cultural Theory (GWS 403)

Tutor: Professor Maureen McNeil (CGWS)

The emergence of cultural studies in the 1970s opened-up new areas of scholarly enquiry and enabled some working-class, feminist, and black scholars to find a place/space for critical research within the academy. Although there have been many changes since cultural studies' original formations, feminist cultural studies today remains concerned with the effects of discursive and institutional practices of domination, subordination, and hegemony both in everyday life and within academic enquiry.

This course will consider some crucial feminist interventions within cultural production and cultural studies. It will examine contemporary debates in feminist theory and specific forms of activism that have identified and targeted hierarchical mechanisms that produce gendered, sexual, ethnic and racial identities and oppression. The course will be taught through the examination of case studies drawn from women's writing, cinema, photography and art. These case studies will enable us to bring feminist cultural theory into dialogue with a range of media and practices, facilitating the exploration of possibilities for resistance and innovation. These case studies will include: specific forms of feminist art practice, recent forms of body politics (particularly those associated with reproduction), and anti-feminist backlash. Assessment will consist of a presentation (including a submitted, written component) and a 4000 word essay.

Indicative Reading

- Berlant, Lauren (1997) *The Queen of America Goes to Washington City: Essays on Sex and Citizenship*. Chicago: Duke University Press.
- Butler, Judith (1993) *Bodies that Matter: On the Discursive Limits of Sex*. New York and London: Routledge.
- Evans Jessica, and Stuart Hall eds. (1999) *Visual Culture: The Reader*. London: Sage.
- McNeil, Maureen (2007) *Feminist Cultural Studies of Science and Technology*. London: Routledge
- Puwar, Nirmal (2004) *Space Invaders: Race, Gender and Bodies Out of Place*. Oxford, New York: Berg.
- Shiach, Morag (ed.) (1999) *Feminism and Cultural Studies*. Oxford University Press.
- Skeggs, Beverley (ed.) (1995), *Feminist Cultural Theory: Process and Production*, Manchester University Press.
- Skeggs, Beverly (2003) *Class, Self and Culture*. London: Routledge.
- Thornham, Sue (2001) *Feminist Theory and Cultural Studies*. London: Arnold Press.
- Weedon, C (1999) *Feminism, Theory and the Politics of Difference*. Oxford: Basil Blackwell
- Young, Iris Marion (1990) *Justice and the Politics of Difference*. Princeton, New York: Princeton University Press.

Debates in Contemporary Feminism (WS 404) - not available every year

This course enables you to engage with some key debates in contemporary feminism. You will gain a sense of the critical histories that have informed and been informed by debates around feminism as it has been brought to bear on received traditions of thinking about international relations.

The course aims:

- to allow you to focus in detail on a particular issue in contemporary feminism.
- to give you the critical resources to map the range of positions that inform key debates within feminism.
- to provide you with an understanding of the relationship between feminist debates and other critical debates.
- to enable you to investigate the multiple intersections between gender, geo-spatial location, and identity politics of religion, race, class and sexuality.
- to encourage you to develop your own frameworks and positions in dialogue with key feminist texts.
- to develop the skills of reading texts - including theoretical texts - from a feminist perspective.

Gender and Women's Studies Research Project (GWS 405)

Tutor: Professor Maureen McNeil (CGWS)

The aim of this module is to give students an opportunity to relate knowledge and techniques acquired from other Women's Studies modules to a research problem of their own choosing. The scale of the research will be limited by what can be undertaken in one term. The research could be library based or could involve other sorts of data collection (e.g. interviews, surveys, participant observation). A critical approach to research design and methodology, including an appreciation of the debates concerning the demands and ethics of feminist research, will be expected. Research with a community orientation, e.g. involving co-operation with an outside organisation will be welcomed.

Assessment will take the form of a report of 10,000 words on a chosen subject. If you are interested in doing this you need to find a supervisor - advice will be offered, if needed, by the MA Director. You need to collect a research proposal form from the MA Convenor and fill in the necessary details. This involves identifying a topic, how you intend to research it, a brief bibliography and a signature of approval from the supervisor concerned. **This needs to be completed by the final week of the term before you intend to undertake the research and returned to the MA Convenor.** You may choose to do up to a maximum of two research modules.

Assessment

A 10,000 word written assignment to be submitted as follows:-

Projects undertaken in Michaelmas have to be submitted by **Monday 18th January 2010 no later than 4pm** and those undertaken in Lent by **Monday 26th April 2010 no later than 4pm**. Projects undertaken in summer should be submitted by **Friday 17th September, 2010, 4pm**.

Introductory reading

Maynard, M. and Purvis, J. (1994) Researching Women's Lives from a Feminist Perspective. London: Taylor and Francis.

Gunew, Sneja, (1990) Feminist Knowledge: Critique or Consent, London: Routledge.

Harding, Sandra and Merrill Hintikka, eds., (1983) Discovering Reality: Feminist Perspectives on Epistemology, Metaphysics, Methodology and Philosophy of Science, London: Reidel Publishing Co.

Haraway, Donna, (1991) Simians, Cyborgs and Women: The Reinvention of Women, London: Free Association Books.

Haug, Frigga, et al, (1989) Female Sexualization: A Collective Work of Memory, London: Verso.

Hill Collins, Patricia, (1990) Black Feminist Thought, London: Unwin Hyman.

hooks, bell, (1984) Feminist Theory: From Margin to Centre, Boston: South End Press.

Loorde, Audre, Sister Outsider, Essays and Speeches, London, Sheba Feminist Publishers.

McCarl Nielson, Joyce, (1990) Feminist Research Methods, Boulder, Colorado: Westview Press.

Mills, Sara, et al. (1989) Feminist Readings/Feminists Reading, Brighton: Harvester Wheatsheaf.

Moi, Toril, (1985) Sexual/Textual Politics, London: Methuen.

Pearce, Lynne, (1991) Woman/Image/Text, Brighton: Wheatsheaf.

Roberts, Helen, ed., (1981) Doing Feminist Research, London: Routledge and Kegan Paul.
Skeggs, Beverley (1995) Feminist Cultural Theory. Production and Process. Manchester: Manchester University Press.
Smith, Dorothy, (1988) The Everyday World as Problematic, Milton Keynes: Open University Press.
Spence, Jo, and Pat Holland, eds., (1991) Family Snaps, London: Virago.

Key Thinkers in Feminist Poststructuralist Thought (FASS 29/SOC 938)

Tutor: Dr. Anne-Marie Fortier and team

This is a new module which will be offered starting in Lent Term 2010. It will be a ten-week module scheduled for Tuesdays, 9-11:30. It will be available as a credit-bearing course for PhD and MA students, as well as a non-credit-bearing course for auditing MA and PhD students.

Modules Outlines - other departments

Gender, Sex and Bodies (SOCL913)

Tutor: Dr Fiona Summers (Sociology)

This course analyses understandings of sex, gender and bodies in contemporary sociology and feminist theory. Moving across a broad spectrum of arenas - from global cultures, through work, the family, sexuality, and into embodiment and biology - we will examine *where* and *in what ways* sex, gender and bodies matter to social and feminist theorists. In each area we will focus on a key contemporary debate and use this to explore different theoretical approaches to sex, gender and bodies. Students will develop their knowledge of relevant key theories and how these are important to sociology and feminist theory. They will also participate in lively critical thinking about important contemporary issues.

Introductory reading

Butler, J. (1990) Bodies That Matter: On the Discursive Limits of 'Sex', Routledge, New York and London
Fausto-Sterling, A. (1992) Myths of Gender: Biological Theories about Men and Women (revised edition), New York, Basic Books.
Franklin, S. (ed), (1996) The Sociology of Gender, Cheltenham, UK and Vermont, USA: Edward Elgar.
Kirkup, G. et al (ed) (2000) The Gendered Cyborg: A Reader, Routledge, London and New York.
Wacjman, J. (1998) Managing Like a Man: Women and Men in Corporate Management, Cambridge: Polity Press.

Engendered Education (EDS 814)

Module convenors: Jo Warin and Sondra Cuban (Educational Research)

Team Taught

This module explores the relationships between gender, culture and education and engages critically with feminist approaches to them. It focuses attention on the ways in which gender relations, gender identities and gendered modes of thought are both constructed by, and construct, educational experiences. It explores historical and current debates concerning the importance of gender relations and gendered identities within educational settings.

Our consideration of these themes will include examination of educational policy; institutional structures and governance; educational processes and curricula; and student and teacher cultures, experiences and relationships. The module enables students to broaden and deepen their understanding of education as a crucial site for the formation and experiencing of personal identity; for the operation of social inclusion and exclusion; and for the production of gendered knowledge. We encourage students to draw on a range of evidence including primary sources, empirical data, recent publications, the Internet and their own experiences in order to develop critical skills and broaden their knowledge of gender and education.

Brief syllabus

The provision of education, feminisation of education and controversies in education for girls and women in the late 19th and early 20th centuries.

Issues about co-education. Controversies over segregating or mixing boys and girls in school and classes.

Current debates about the relative academic achievements of boys and girls. Are boys really ‘underachieving’?

Classed femininities – exploring the influence of class processes on experiences in education and the shape of learning trajectories.

Gender and teaching. Gender, Teaching and Management: the experiences of male staff in early years education.

Doing research on gendered education; using historical and archival research; doing contemporary and field-study based research.

Assessment

Assessment is by means of an oral presentation to other module members on any aspect of gender and education and a written assignment of 3,500 words on any topic relevant to gender and education (to be approved by the tutors).

Preparatory Reading

DFES (2007) Gender and Education: The evidence on pupils in England. See: www.dfes.gov.uk/research.

Francis, B. and Skelton, C. (2005) Reassessing Gender and Achievement: Questioning contemporary key debates. London: Routledge.

Hunt, Felicity (ed) (1987) Lessons for Life: The Schooling of Girls and Women 1850-1950. Oxford: Blackwell.

Osler, A. and Vincent, K. (2003) Girls and exclusion: Rethinking the agenda. London: Routledge Falmer.

Purvis, June (1991) A History of Women's Education in England. Milton Keynes: Open University Press.

Riddell, S. and Tett, L. (2006) Gender and Teaching: Where have all the men gone? Edinburgh: Dunedin Academic Press.

Skelton, C., Francis, B. and Smulyan, L. (eds) (2006) The SAGE Handbook of Gender and Education. London: Sage.

Gender and Language (LING 433)

Tutor: Veronika Koller (Linguistics)

Course Aims and Objectives

- to familiarize students with relevant historical developments and current concerns and questions in the study of language and gender;
- to help students understand key concepts in current gender and language study, including *discourse*, *construction* and *identity*, together with different theoretical and methodological approaches
- to enable students to critique approaches to and findings of research in the field;
- to enable students to collect appropriate data in relation to gender and language research, and to analyze it.

Course Content

This course examines the relationship between gender and language, and in particular the role discourse and discourses play here. The academic focus of the course is contemporary understandings, but we set these against the important contributions of the 1970s and 1980s to the field.

We will explore gender representation and construction in advertisements, magazines, pamphlets and newspapers. We will emphasise issues of masculinity as well as femininity throughout the course. A focus here is ‘professional women’, as evidenced in media portraits and institutional discourse. We will look at talk in different contexts, and at the different ways this might be ‘gendered’. Additional strands of the course are language and sexuality, and language change: what has happened as a result of the ‘sexist language’ and gender mainstreaming debates, and what has happened to these debates? Students will be encouraged to consider questions of research in relation to all these topics throughout the course.

Teaching Method: One lecture and one seminar every week.

Introductory Reading:

Barbara Stowasser, *Women in the Qur'an, Traditions and Interpretations*.
Amina wadud Muhsin. *Qur'an and Women*.
Nimat Hafez Barzangi. *Women's Identity and the Qur'an: A New reading*.
Fatima Mernissi. *The Veil and the Male Elite*.
Pieternella van Doorn-Harder. *Women Shaping Islam: Reading the Qu'ran in Indonesia*.

Victorian Women Poets (ENGL414) Tutor: Tess Cosslett (English)

PLEASE NOTE: This module will not be offered 2009-10

The aim of this course is not just to investigate the poems and poets in their historical context, but also the ways they are now presented and understood, in terms of critical and theoretical literature and anthologies. The practice of grouping these poets together as women will be interrogated, both in the Victorian and the present-day contexts. We will be considering how this grouping, by critics and editors, affected the poets at the time, in their choices of subject matter and form, and how their presentation now as women affects our reading of them. We will investigate the position of women poets in Victorian society, their themes and techniques, the genres they wrote in, their limitations and achievements. The course also aims to give an overview of present-day critical and theoretical positions on Victorian women poets, and how these can be applied to particular poems. We will be looking particularly at critical positions that claim either a continuity or a transformation from Romantic to Victorian. As part of the assessment, there will be an opportunity to do some practical work on what is involved in editing an anthology, and on the ways in which such work mediates the literature of the past for the present.

Seminar Programme

Week 1	Introduction
Week 2	The 'Poetess': poems on Sappho, Corinne, other female poets
Week 3	Working-class women poets: Another Tradition?
Week 4	Women's issues: Motherhood, Spinsterhood, Prostitution
Week 5	Political poetry
Week 6	Nature, Myth, History
Week 7	Sonnets and Love Poetry
Week 8	Dramatic Monologues
Week 9	Romantic into Victorian: Hemans and LEL as Foremothers
Week 10	A women's tradition? Anthologies and Anthologising

Primary Texts

Virginia Blain (ed), *Victorian Women Poets: A New Annotated Anthology* (Longmans, 2001) is the only anthology currently in print. However, you may be able to get hold of second-hand or Library editions of Jennifer Breen (ed), *Victorian Women Poets, 1830-1901* (Everyman, 1994), or Angela Leighton and Margaret Reynolds, *Victorian Women Poets, An Anthology* (Blackwell, 1995). Leyton and Reynolds is the most comprehensive. We will be comparing different anthologies: there are copies in Lancaster University Library. I will copy the contents pages of the three books for you, and you can find many of the poems on the web, especially on the *Victorian Women Writers Project*, URL:<http://www.indiana.edu/~letrs/vwwp/>

Secondary Texts

Armstrong, Isobel (ed), *Women's Poetry, Late Romantic to Late Victorian: Gender and Genre, 1830-1900*.
Blain, Virginia, 'Laetitia Elizabeth Landon, Eliza Mary Hamilton, and the Genealogy of the Victorian Poetess', *Victorian Poetry* 33, no. 1 (1995 Spring): 31-52.
Chapman, Alison (ed), *Victorian Women Poets*.
Cosslett, Tess (ed), *Victorian Women Poets, Longman's Critical Reader*.

Homans, Margaret, *Women Poets and Poetic Identity*
 Hughes, Linda K. (ed.), 'Women Poets 1830-1894', *Victorian Poetry* 33, no. 1 (1995 Spring): 5-187.
 Leighton, Angela (ed.), *Victorian Women Poets, A Critical Reader*.
 Leighton, Angela, *Victorian Women Poets: Writing Against the Heart*.
 McGowran, Katherine, 'Re-Reading Women's Poetry at the Turn of the Century', *Victorian Poetry* 41, no. 4 (2003 Winter): 584-89.
 Mermin, Dorothy, "'The Fruitful Feud of His and Hers': Sameness, Difference, and Gender in Victorian Poetry', *Victorian Poetry* 33, no. 1 (1995, Spring): 149-68.
 Peterson, Linda H., 'Anthologizing Women: Women Poets in Early Victorian Collections of Lyrics', *Victorian Poetry* 37, no. 2 (1999 Summer): 193-209.
 Shires, Linda, 'Victorian Women's Poetry', *Victorian Literature and Culture* 27, no. 2 (1999): 601-09.
 Thain, Marion, 'What Kind of Critical Category is "Women's Poetry"?'', *Victorian Poetry* 41, no. 4 (2003 Winter): 575-84.

Autobiography: Writing a Woman's Life (ENGL 410)

Tutor: Tess Cosslett (English)

This module investigates the idea of 'writing a woman's life' in contemporary women's autobiography, and the intersections between autobiography, fiction, biography and criticism. We will compare the different ways in which the female self has been constructed in these texts, with reference to psychological, cultural and material pressures. How do constructions of the self relate to the structures of narrative, and how have women writers adopted, adapted or abandoned traditional narrative patterns such as romance, quest, bildungsroman? The roles of memory and intersubjectivity in the writing of autobiography will be addressed, as well as questions of ethics and representivity. We will also look at the autobiographical mode in feminist criticism. There will be an opportunity to do some autobiographical writing as part of the assessment.

Seminar Programme

Week 1	Introduction.
Week 2	Margaret Forster, <i>Hidden Lives</i> .
Week 3	Jenny Diski, <i>Skating to Antarctica</i>
Week 4	Autobiographical criticism: selections from Nancy Miller and Marianne Hirsch
Week 5	Fatima Mernissi, <i>Dreams of Trespass</i>
Week 6	Amy Tan, <i>The Opposite of Fate</i>
Week 7	Annette Kuhn, <i>Family Secrets</i>
Week 8	Jacqueline Wilson, <i>Jacky Daydream</i>
Week 9	Alison Bechdel, <i>Fun Home</i>
Week 10	Autobiographical Writing Workshop

Select Bibliography

Linda Anderson, *Women's Autobiography in the 20th Century*.
 Shari Benstock, ed., *The Private Self: Theory and Practice of Women's Autobiographical Writings*.
 Bella Brodzki and Celeste Schenck, eds., *Life/Lines Theorising Women's Autobiography*.
 Tess Cosslett, Celia Lury and Penny Summerfield, eds., *Feminism and Autobiography: Texts, Methods, Theories*.
 Diane Freedman et al., eds., *The Intimate Critique: Autobiographical Literary Criticism*.
 Diane Freedman, *An Alchemy of Genres: Cross-Genre Writing by American Feminist Poet-Critics*.

Carolyn Heilbrun, *Writing a Woman's Life*. Marianne Hirsch, *Family Frames*.
 Marianne Hirsch, *The Mother/Daughter Plot*.
 Nancy Miller, *But Enough About Me: why we read other people's lives*.
 Nancy Miller, *Getting Personal: Feminism Occasions and Other Autobiographical Acts*.
 Sidonie Smith, *A Poetics of Women's Autobiography*.
 Sidonie Smith and Julia Watson, *Reading Autobiography: a guide to interpreting life narratives*.
 Sidonie Smith and Julia Watson, eds., *Women, Autobiography, Theory*.
 Liz Stanley, *The Auto/biographical I: Theory and Practice of Feminist Auto/Biographical*.
 Domna Stanton, ed., *The Female Autobiography*.
 H. Aram Veesser, ed., *Confessions of the Critics*.
 Robyn R. Warhol and Diane Price Herndl, eds., *Feminisms*, section on 'Autobiography' (includes essays by Sidonie Smith, Shari Benstock and Jane Tompkins).

Postcolonial Women's Writing and Film (ENGL 421)

Tutor: Dr Lindsey Moore (English) NOTE: This module is not being offered in 2009-109.

Women's literature and film provides rich representations of the complexities of postcolonial identity. This module will reflect upon the category of the postcolonial, engaging work which represents a wide range of contexts: North and Southern Africa, South Asia, the Caribbean, New Zealand, the USA and the UK. The course has an overarching emphasis on connections and tensions between gender and other aspects of identity such as ethnicity, generation, sexuality, religion and class. Through the primary texts, we will explore the following themes: colonialism, education and language; history, memory and trauma; the politics of the female body; space and place; migration, return and cross-cultural communication; and the politics of representation and reception. Postcolonial and feminist theories will be used to illuminate the primary material and to enable us to consider our own positions in relation to the work examined. Some weeks, there will be a film screening after the seminar (the film will be discussed in the following seminar).

* Any edition of set texts is acceptable. A copy of each is also in the library on short loan. You do not need to buy the films. **You do need to order the books early.** All of the primary texts should be available through www.amazon.co.uk.

* **Summer reading.** There are two long novels on this course: Keri Hulme's *The Bone People*, and Ahdaf Soueif's *The Map of Love*. It is highly recommended that you read at least one of these before the course starts.

Secondary Reading

A longer list will be provided at the start of term, but the following are recommended as introductions to the field:

E. Boehmer, *Stories of Women: Gender and Narrative in the Postcolonial Nation* (2005)

R. Lewis and S. Mills (eds.), *Feminism and Postcolonial Theory: A Reader* (2003)

A. Loomba, *Colonialism/Postcolonialism* (1998)

A. McClintock et al (eds.), *Dangerous Liaisons: Gender, Nation and Postcolonial Perspectives* (1999)

D. Madsen, *Postcolonial Literatures: Expanding the Canon* (1999)

C. T. Mohanty et al (eds.), *Third World Women and the Politics of Feminism* (1991)

Film Noir: The Noir Thriller : from 1930 to 'the Near Future' (English 407)

Tutor: Dr. Lee Horsley

The module will cover both British and American thrillers, focusing on the politics and poetics of noir. Novels and films will be discussed in relation to their historical contexts (Britain's entry into World War II, Cold War America, &c.) and in relation to the shared characteristics (motifs, moods, protagonists, narrative techniques) of 'hard-boiled' crime fiction and film noir. Background reading will range from the French criticism which first labelled films noirs to -e.g. - more recent theorisations of the subversive, transgressive nature of noir, studies of the ideological function of

crime fiction, feminist and psychoanalytic readings, and analyses of the cross-fertilisation of 'tough' thrillers and science fiction.

Assessment:

5000-word essay

Indicative Reading:

- Bailey, Frankie Y., *Out of the Woodpile: Black Characters in Crime and Detective Fiction* (New York and Westport, Conn.: Greenwood Press, 1991)
- Buchsbaum, J., 'Tame Wolves and Phoney Claims: Paranoia and Film Noir,' in Cameron (ed), *Movie Book of Film Noir*
- Cowie, E., 'Film Noir and Women,' in Copjec, *Shades of Noir*
- Damico, J., 'Film Noir: A Modest Proposal,' Palmer (ed), *Perspectives on Film Noir*
- De Jongh, James, *Vicious Modernism: Black Harlem and the Literary Imagination* (Cambridge: Cambridge University Press, 1990) York and Westport, Conn.: Greenwood Press, 1991)
- Diawara, Manthia, 'Noir by Noirs', in Copjec, Joan (ed), *Shades of Noir* (London and New York: Verso, 1993)
- Durgnat, R., 'Paint it Black,' Palmer (ed), *Perspectives on Film Noir*
- Frank, N., 'The Crime Adventure Story: A New Kind of Detective Film,' in Palmer (ed), *Perspectives on Film Noir*
- Gross, L., 'Film Apres Noir,' *Film Comment* 12 (1976), 44-49
- Haut, W., 'Better Dead than Read,' *Pulp Culture*
- Herman, D. J., 'Finding out about Gender in Hammett's Detective Fiction,' in Metress (ed), *The Critical Response to Dashiell Hammett*
- Hilfer, T., 'The Crime Novel: Guilt and Menace' and 'Devil or Angel,' in *The Crime Novel*

Dissertation:

1 Academic requirements

1.1 The purpose of the dissertation is to enable students to demonstrate their capacity to carry out a substantial piece of independent academic work on a selected topic. Students will be assessed on their capacity to define a topic, to articulate a coherent scheme for examining this topic, to gather the necessary information, and to analyse and present this information in a way which satisfactorily assesses the topic which they have set themselves.

1.2 You will need to find a suitable supervisor for your dissertation, and we encourage students to make decisions about topics and supervision as independently as possible. It is recommended that you think about and approach potential supervisors during the Lent term. During the Easter Vacation, students will draw up a plan of work for the dissertation, in consultation with the supervisor. This topic should relate to the subject-matter of the student's MA programme, but need not be explicitly assigned to any of the modules which the student has taken. The supervisor will advise the student should the proposed topic appear to be inappropriate. If you have any problems choosing a topic or identifying a supervisor, then you should meet with the MA Convenor no later than the end of the Lent term.

1.3 Students should produce a plan (500-1000 words) for discussion with their supervisor, including:

- (a) a rationale for the topic, indicating the key questions or issues to be studied and the reasons why this is worth studying. Be sure to highlight your specific focus and area of interest;
- (b) an outline of the dissertation, including a title, indicating the principal chapters or sections into which it will be divided;

See the form at the end of this outline and on the Sociology Departmental MA resources web pages.

1.4 Following discussion and approval of the plan with the supervisor, students will then carry out the programme of research required, and write up the results. Most work on the dissertation is done during the

summer term and the summer vacation. Thus we strongly recommend that students take no more than one taught module in the summer term. Since the dissertation is substantially longer than an essay, it is particularly important for students to take notes accurately and file them carefully, in order to keep a record of their work. When notes and written drafts are being word-processed on a computer it is *essential* that you back up all work on disk and preferably print out copies at sensible intervals so that no work is lost. It is also a good idea to show drafts of your work to your supervisor as you go.

Your dissertation must comprise all or most of the following elements:

- a 250 word **summary** (or abstract) of the dissertation;
- an **introduction** to the topic with a justification for its choice and importance;
- a statement of the **research problem** to be tackled and of the objectives of the dissertation;
- a **critical review** of past and current academic understanding of the topic from various disciplines;
- an account and critical review of your **research design** or **analytical methods**, and a justification for their choice;
- a clear description of your results or other conclusions and, where appropriate, an account of the analysis of your data;
- **conclusions** drawn from your evidence which improves our understanding of the topic and meets the objectives of the dissertation;
- a **reflective commentary** on the work you have done and suitable future research; discussion of any policy implications.

2 The Role of the Supervisor

2.1 *A student is entitled to receive at least 5 hours of individual supervision from staff (principally from his/her supervisor). Students must contact their supervisor in the second half of the Lent Term and regularly thereafter, keeping their supervisor informed of their progress. Students must arrange a programme of supervision with their supervisor particularly with respect to the period of the Summer Vacation. The number of meetings should be mutually agreed between student and supervisor. All supervisors and their students should use the departmental form ‘Record of Supervisory Meetings’ to keep a record of how many times they have met, for how long, and comments on progress made. The form can be found at the end of this outline and on the web pages.*

2.2 *The responsibilities of the supervisor are as follows:*

- (a) to approve the initial choice of topic;
- (b) to discuss the dissertation plan with the student;
- (c) to help the student with any problems and difficulties which arise in preparing the dissertation;
- (d) normally to read and comment on a draft of the introduction and one sample chapter.

2.3 *The supervisor does not, however, have any responsibility for the preparation of the dissertation itself, for the ideas and material that it includes, or for the standard that it attains; the dissertation must be entirely the student’s own work, and the help given by the supervisor must necessarily be limited.*

2.4 *Supervisors will not necessarily be able to supervise during the summer period (July-August), so it is important that you have enough supervision prior to the summer vacation. If either the student or the supervisor feel that supervision is not working they should contact the MA Convenor as soon as possible. In the event that a student feels s/he is not receiving an adequate amount of supervision, it is her or his responsibility to discuss this with the MA Convenor well before the dissertation deadline.*

- 2.5 Each dissertation is marked by two members of the teaching staff, one of who is usually the supervisor, and 'assessed' by the External Examiner.

3 Technical requirements

- 3.1 The maximum length for a dissertation is 20,000 words, including Footnotes and Bibliography, and must not be exceeded. A total length of about 15,000 words is acceptable.
- 3.2 It must be on a topic that can be completed satisfactorily within the time available. It is the responsibility of the student to ensure that the topic is feasible in terms of proven and available resources, skills, data, access and costs. It is wise to have contingency plans in case aspects of the research prove impractical; try to avoid inherently risky topics.
- 3.3 The presentation of the dissertation in a clear and correct form is an important part of the dissertation writing process, and examiners will take it into account when awarding marks. Dissertations must be typed or word-processed, on one side of A4 paper, in double-spaced layout. Word-processing is strongly recommended, in order to permit easy amendment or correction in the course of preparation. The final text should be carefully examined for typing errors, spelling, and correct grammar before it is submitted.
- 3.4 Ethical issues regarding the dissertation should also be borne in mind. Data must be kept confidential and handled in accordance with the requirements of the Data Protection Act. Work on sensitive topics must be discussed with the supervisor in order to ensure high ethical standards in research. An ethics form must be completed (see later section).

4 Submission and re-submission

- 4.1 The deadline for the submission of the completed dissertation for full-time students is Friday 17th September 2010 (or the Friday nearest 15th September in the final year of study for part-time students).
- 4.2 Three identical hard copies and one electronic copy of the dissertation should be handed to Rachel Hemmings in Bowland North B141 by 4pm on 17th September 2009. One of the copies will be returned to the student after the degree results have been published.
- 4.3 Extensions to the deadline for the submission of the dissertation will be given only in exceptional circumstances. Requests for extensions should be made BEFORE the deadline in writing to the MA Personal Tutor, Bulent Diken, using the Extension Request Form (see web pages and the end of this outline).
- 4.4 If a dissertation obtains a fail mark (i.e. less than 50 per cent) then, at the discretion of the Board of Examiners, the student may be allowed to re-submit the dissertation once only, with a view to obtaining a pass mark.

5 Presentation

- 5.1 The dissertation should include the following elements:
- (a) *Cover*: This should state the title of the dissertation, the name of the student, the degree scheme for which it is submitted (e.g., M.A. Gender and Women's Studies), and the date.
 - (b) *Title Page*: This should give the same information as on the cover, together with the statement: *'This dissertation is submitted in partial fulfilment of the requirements for the*

degree of M.A. in Gender and Women's Studies (or other degree scheme) at Lancaster University, I certify that this essay/dissertation is entirely my own work – signed, followed by the date.

- (c) *Table of Contents:* This should list the contents of the dissertation by chapters, with sections where appropriate, and the page number for each, together with the page number for the notes, bibliography, and any maps, figures or tables.
- (d) *Abstract:* This should provide a brief statement, of not more than two hundred words, of the main themes or findings of the dissertation.
- (e) *Acknowledgements:* Students may wish to acknowledge any help that they have received in the preparation of their dissertation.
- (f) *Main Text:* Each main heading (chapters, references, bibliography) should start on a new page; sections within main headings may continue on the same page.
- (g) *References:* Footnotes should be numbered in sequence within each chapter, starting afresh at the start of each chapter. The references to which they refer should be placed in order after the main text, and before the bibliography.
- (h) *Bibliography:* The bibliography should list all works used in the preparation of the dissertation, including all those noted in the references, further guidance on the bibliography is given below.

5.2 Photographs, Maps, Graphs and Diagrams

These should be included only where they make a genuine contribution to the text. They should be referred to as 'Figures' and numbered sequentially. Each Figure should have a caption giving its figure number and title. There should be a list of Figures at the start of the dissertation.

BIBLIOGRAPHY AND REFERENCING

6.1 In the preparation of your coursework and dissertation it is vitaly important to acknowledge your sources. The ability to bring together information and ideas from a wide range of sources, to summarise established arguments and formulate new ones is an essential part of academic and professional research. Direct quotes, facts, other person's arguments or ideas, other people's definitions, classifications, concepts etc., must be referenced in the text and in the bibliography.

Preparation of the Bibliography is an important part of the dissertation; it should be presented in the following form:

- (a) *Documentary sources:* Official documents and reports, by origin in alphabetical order.
- (b) *Books and Articles:* These should be listed by author in alphabetical order, in the form given below;
- (c) *Newspapers and Periodicals:* These should be listed in alphabetical order, with their place of publication;
- (d) *Interviews:* People interviewed, where appropriate, should be listed in alphabetical order, with a brief description of their standing.

6.2 Systems for bibliographic referencing

There are a number of systems for referencing. For this course, the Harvard System is recommended, which is based on providing brief references within the text, with full details in the bibliography at the end of the essay or dissertation. Books on essay and dissertation writing skills, including information on referencing, are available in the library. See later sections on 'plagiarism' for examples of correct and incorrect referencing. If you are uncertain about referencing systems, please ask for advice from your module tutor or the Course Director. When using the Harvard system, books and articles should be listed in alphabetical order in the bibliography in the following manner:

a) **Books:** author (date) *Title in italics: with full subtitle*, place of publication: publisher.

Example: Giddens, A. (1991) *Modernity and Self-Identity: Self and Society in the Late Modern Age*, Cambridge: Polity Press.

b) **Edited books:** editor, ed. (date) *Title in italics: with full subtitle*, place of publication: publisher.

Example: Tinker, I., ed. (1990) *Persistent Inequalities: Women and World Development*, New York and Oxford: Oxford University Press.

c) **Chapters in edited books:** author (date) 'Title of Chapter' in Editors, *Title of collection in italics*, place of publication: publisher, page numbers.

Example: Jaggar, A.M. (2000) 'Globalizing Feminist Ethics' in U. Narayan and S. Harding, eds., *Decentering the Center: Philosophy for a Multicultural, Postcolonial, and Feminist World*, Bloomington and Indianapolis: Indiana University Press, pp. 1-25.

d) **Articles in Journals:** Author (date) 'Title of article', *Journal title in italics*, Volume and number: page numbers.

Example: Meyer, J., Boli, J., Thomas, G. and Ramirez, F. (1997) 'World Society and the Nation State', *American Journal of Sociology* 103 (1): 144-181.

e) **Internet references** - When referencing a web page we suggest that you list the author, (date if available) the title of the essay or site, and the address, followed by the date you accessed the site, in brackets:

Creed, B. 'Body Bitches from Hell: Monstrous Little Women in Film', <http://www.cinema.ucla.edu/women/bio.html#creed> [accessed 9.8.98]

Or where there is no author listed:

'Population and migration', <http://www.statistics.gov.uk> [accessed 13.11.01]

Social, Historical and Cultural Studies Dissertations

Any dissertation needs to show an awareness of the appropriate literature for the area being studied. Part of the actual research is tracing bibliographic sources. Contemporary references need to be used, since debates within feminist theory develop so rapidly that it is necessary to be able to display your awareness of current developments. Situating yourself in relation to other research, theories and readings is helpful - both for you and the reader.

If you are conducting empirical research it is useful to locate your work and specify its differences from other research which may be similar. You will need to carefully define the conceptual terms you are using - identity and ideology,

for instance, do not have single meanings. Explain how and why you are using terms and how your use of them relates to theoretical work in the area. This will assist you in the development of your own theoretical framework which will guide your selection and evaluation of evidence, and help you to avoid making unsubstantiated comments.

It may be useful to develop a specific research question which the dissertation pursues e.g. why do young, white, working-class women consent to domesticity? In answering this question you are likely to produce a central argument and sub-arguments to structure your dissertation. This means that you are forced to say what purpose the dissertation has and how it contributes to feminist knowledge.

You will need to display a sensitivity to methodological issues. You should probably have a chapter on methodology. How you do this will be explored in the core course. For a start it is useful to treat yourself to a 'diary' which you carry around to record any ideas and any readings which may be useful to the dissertation. When you come to write-up you can document your knowledge development, working out which theories influenced your understandings and frameworks and which ones seemed inappropriate and why. Increasingly feminist knowledge is being called to account for its own production, and this will increase your reflexivity.

Literary Dissertations

Dissertations in literary studies are different from those in social sciences and in certain ways from those in cultural studies. Literary dissertations are text led. Even when you start with theory, the text is determinant. It is also important to distinguish between texts and any actuality they purport to represent. You need to focus on their textuality, on modes of representation, on matters such as discourse, form and the positioning of the reader. Texts can be read in many ways (this is one characteristic of an interesting text) and criticism is a reader's performance of a text-reading it in a new, individual and possibly better or more interesting ways.

How does theory come in? The text invites an approach or approaches. You can be quite eclectic provided there is no contradiction, and you can be interdisciplinary (though watch for problems arising from some theories having an empirical rather than a textual base). Don't be too schematic, pressing the text into too restricted a theoretical framework. It is possible to start with theory and illustrate it with a text, but unless your primary intention is a critical analysis of some theory, it is better to start with text and let it suggest a theory. Your bringing together text and theoretical approach commonly helps us to understand the text in a new way, but it may make you revise the theory as well so that the theoretical approach becomes the subject of the dissertation - since theory springs originally from texts, it is always subject to textual testing.

'Evidence' might take a variety of forms, but you do need to find some way of substantiating and demonstrating your claims. Depending on your project, this may come from a literary text or, if you are undertaking an analysis from a materialist standpoint, you would probably use non-literary material as well. Your interpretations need to be constantly checked out against those texts or sources. You do not usually treat other critics as authorities: instead you are likely to see all previous commentators on your chosen material as presenting positions that need recasting or challenging, or possibly misleading or partial in some way. So you are not lining yourself up with some established school or method except in a general sense (so, for example, you might choose to adopt a materialist methodology or might find useful some approach used for quite different material or set of texts).

There is no formulaic structure for literary dissertations as a whole. It is likely to take the form of a series of subsections (the essay rather than the full-length book is the reference point for such studies). These subsections might, for example, consist of the following: the comparison of two or three texts, or three different approaches to a text; or a number of linked themes; or the development of an author's work; or the exploration of the context of a text and its application to the text; or an analysis of a theoretical position, its textual application and reconsideration of the theory. The dissertation's aim is to get the reader to reread the texts and/or literary theory.

One final observation: there is no final truth to be got at, and texts don't recommend solutions to life's problems either! 'Meaning' is a complex construction in which the text and critic are active agents. So the critical enterprise can never be an entirely empirical one. Instead, it's about interpretation and the process of making knowledge.

Students should note that normally the Centre for Gender and Women's Studies expects that a social, historical and cultural dissertation will contain a description of the methods and techniques used in acquiring and analysing any information used and that, where such methods might give rise to questions of reliability and validity of interpretation,

there should also be some discussion of methodological issues raised by the research. Literary dissertations will contain a discussion of the theoretical approaches and foundational issues of the study. Students should ensure that their discussions with supervisors cover this point as the dissertation is being planned and written. The core course should help with these issues.

In empirical research reports, the gender breakdown of any research sample used should be given and acknowledged in discussion. Generalising from a single-sex group or from a heavily unbalanced group to 'youth' or 'children' should be done with extreme caution.

ASSESSMENT

Submission of coursework

Two hard copies of coursework should be submitted to Rachel Hemmings in Bowland North B141. For dissertations, THREE hard copies and one electronic copy should be submitted. If you submit coursework after the deadline, your work will be subjected to a penalty. See below for information about penalties and how to request an extension on the coursework deadline.

In order to pass this Masters degree course, generally you should pass each module and the dissertation with a mark of at least 50%. However, there is some 'small print' governing the scheme which you should read below.

You must achieve 180 credits for a Masters degree.

Compulsory Core Modules	20 credits each
Optional Modules	20 credits each
Dissertation	60 credits

Gender and Women's Studies MA modules are not assessed by formal examinations. Students may be required to write a 5,000 word essay for each module, or to complete an equivalent set of assignments as set out by or negotiated with the module convenor. Students also complete a dissertation of 15,000 to 20,000 words on a topic of their choice and agreed with the MA Convenor and dissertation supervisor. (See Dissertation section above). Combined degree students must choose a dissertation topic which combines Gender and Women's Studies with the other subject. Students must ensure that they submit work on a variety of topics and approaches within their degree scheme. Personal Tutors and the MA Convenor can advise students on achieving breadth of work for assessment.

Combined CGWS MA students must write at the top of the essay which subject (their combined or Gender and Women's Studies) they want the mark to be counted towards. i.e. write on 'English' if you want your essay to be assessed as part of the English component of your degree.

Alternative forms of assessment and assessment of visual work

We are happy to encourage alternative forms of assessment and many modules now include oral presentations and reports as well as essays. We are particularly enthusiastic about collaborative work and if you have ideas for alternative forms of assessment, please see your module convenor or the MA Convenor.

In the past some students have submitted visual work such as photographs and pottery as a part of their assessment. CGWS encourages such diversity in assessment noting that where students are going to submit visual material, it must be accompanied by a critical commentary which makes it clear why the visual material is a part of the piece of work.

Students can request that their work be sent to another internal examiner should any marking dispute arise. All research projects are double marked. Samples of course work for all students are sent to the external examiner. All dissertations are double marked and seen by the external examiner. **It should be noted that the final judgement on the quality of all work is made by the external examiners**, and in line with University regulations, there shall be no

right of appeal against an academic judgement. The MA examinations board meets in October of each year to finalise marks.

Length and Presentation of Essays and Dissertations

Essay assignments vary between 3,500 and 5,000 words. Students are required to write about 5,000 words in total in the assignments for each module. The *dissertation should be 15,000 to 20,000 words long*. It is essential that you keep to these limits. The limits include footnotes, quotations and the bibliography. Staff members are entitled to refuse to mark excessive wordage.

The CGWS expects essays and dissertations to be carefully proof read and corrected and references and bibliographies to be full and consistently produced. Where this is not complied with, students may be requested to make the necessary corrections before the essay can be passed. Dissertations which are not carefully proof read are likely to be referred.

Sample dissertations from past CGWS MA students are available for you to read in the University Library. Examples of past students' essays are kept in the CGWS Co-ordinator's office (Bowland North B139) for you to read. Reading the work of past students is a good way of developing your own writing skills.

Coversheets for Coursework and Dissertation

All coursework must include a coversheet. This can be downloaded from the Sociology MA Resources web page or the form at the end of this handbook can be photocopied.

Pass requirements

The pass mark for each assessed module and for the dissertation shall be 50%. In order to achieve an overall pass in the scheme, students must pass all assessed modules and the dissertation, although the Board of Examiners may condone marks for no more than two modules in the 40-49 range if the overall average for the other modules is at least 50%. A student achieving an overall average mark of less than 50% and receiving marks of less than 50% in more than 50% of the scheme, shall be recommended to have failed without recourse to resits or resubmissions.

Resits and Resubmissions of failed work

Students may resit modules only once and will be counselled on the merits of re-submissions *versus* condonation by the Course Convenor. Re-assessment must normally be completed within 12 months of the first attempt. Students successfully resitting modules or resubmitting a dissertation will be awarded a mark of no more than 50%. Students may not resubmit a dissertation or resit a module that they have passed in order to achieve a higher mark.

The dissertation must be passed with a minimum mark of 50% - normally it is not possible for the Board of Examiners to condone a failed dissertation. A failed dissertation may be resubmitted once.

Students may resit/resubmit for a total of no more than 50% of the scheme.

Condonation/compensation

A student benefiting from the exercise of rules of condonation must waive the right for re-examination/re-assessment.

The Board of Examiners permitting condonation or compensation, or exercising discretion in individual cases to make exceptional recommendations forward, shall record each such decision and the reasons for it within the minutes of the Board meeting. NB: whilst making public the provision, this also reserves a discretionary power to the Board of Examiners; benefit from condonation/compensation would not normally be recorded on a student's transcript.

Merit awards

Taught Masters may be awarded with merit. The threshold for the award of merit shall be an overall average mark of 60% or greater, with marks of 65% or greater in modules whose credit values total at least 50% of the programme's total credit rating.

Distinctions

Taught Masters may be awarded with distinction. The University's minimum threshold for the award of distinction shall be an overall average mark of 70%, attained either by the weighted mean mark, or by marks of 70% or greater in modules whose credit values total at least 50% of the programme's total credit rating. Additionally, a distinction may be awarded only to a candidate demonstrating a consistently high level of attainment across all assessed elements within a programme and particularly such elements, e.g. the dissertation, as are specified within the regulations governing the programme. A minimum threshold or attainment for individual modules/elements (including the dissertation or project) at a level appropriate to the nature of the discipline shall be specified within the regulations governing the programme.

Exit Routes

Alternative awards of Postgraduate Diploma and Postgraduate Certificate may be awarded to students with insufficient credits for an MA degree. 120 credits are required for a Postgraduate Diploma and 60 for a Postgraduate Certificate. Postgraduate Diplomas and Postgraduate Certificates may be awarded with merit. The threshold for the award of merit shall be an overall average mark of 60% or greater, with marks of 65% or greater in modules whose credit values total at least 50% of the programme's total credit.

Marking

Submitted work is marked by two assessors within the University and is also seen by an external examiner. The external examiner will be a senior, experienced academic from outside the University who plays an important role in ensuring academic standards on the course. The marks and comments of internal assessors will be passed to students during the course of the year. These marks are provisional and will be moderated by the external examiner. The assessments are subject to ratification by the Board of Examiners and subject to University regulations.

Return of coursework

Rachel Hemmings will email all students when the coursework has been marked by module convenors. You may then collect your coursework from her but you must return it to her within one week as the department will need to send it to the external examiner. You may wish to photocopy your returned coursework to study and learn from the comments made on your work.

Late Submission of coursework and penalties

Work submitted late without an approved extension shall normally be penalised, as follows: for each week (or part thereof) following the deadline date that a piece of coursework was not submitted, five marks shall be removed from the agreed final mark; students who fail modules as a result of penalties shall be subject to the regulations on failed modules. For example: if an essay that was graded 65% was submitted up to 7 days late without an agreed extension, 5 marks would be removed from that grade, leaving a final grade of 60%. If it were submitted up to 14 days late, 10 marks would be removed leaving a final grade of 50%.

Requesting extensions on coursework

Extensions for coursework deadlines will only be granted where there is very good reason, such as illness or serious personal problems. Requests for extensions should normally be made before the original coursework deadline. To request an extension, you should complete an 'extension request form' and then contact the Sociology Departmental Postgraduate Personal Tutor (*Dr Bulent Diken, Ext: 94191, Email: b.diken@lancaster.ac.uk*). You should also submit written evidence to support your request, such as a

medical note or letter explaining your difficulties. Extension request forms are available at the end of this handbook and online on the Sociology department web page.

Completion of the degree

Full-time students must complete their six modules and submit a dissertation by Friday 17th September 2010. Part-time students must complete their six modules and the dissertation by the Friday nearest 15th September, 24 months after starting. They should complete at least two of the compulsory modules and one optional module in the first year of the MA.

MARKING CRITERIA

Students will receive the written comments prepared by internal assessors on individual pieces of coursework, together with a percentage mark. These are provisional marks which will be moderated by an external examiner and require ratification by the Board of Examiners. The information below gives guidance on the general criteria used to assess submitted work. Specific assessment criteria relating to individual modules will be explained by the module tutor.

These guidelines are intended to spell out the criteria that are used to assess written work. The criteria show the features we expect to see in work of a given mark or grade. To achieve a given grade, students do not have to have met all the criteria listed; however, they must have demonstrated a preponderance of those qualities in their work. Although modes of assessment vary (essays, dissertations, other forms of written output) the principles by which markers arrive at their judgements remain the same. Below is a list of aspects of students' work which may be taken into account during assessment, as appropriate.

- Relevance of material in the essay to the title of the assignment.
- Relevance to the content of the module.
- Understanding of issues or problems under discussion.
- Knowledge and understanding of relevant readings.
- Critical discussion of relevant readings.
- Use of suitable data.
- Clarity and depth in the analysis of theory, data and issues under discussion.
- Coherence of argument.
- Clarity and relevance of introduction and conclusion.
- Clarity and precision of expression.
- Use of appropriate and consistent conventions for referring to other people's work.
- Clarity of presentation (layout, including use of paragraphs and tables, for example).
- Clarity of writing including grammar, punctuation, spelling and sentence construction.
- Compliance with published regulations on the completion of assessed work by the coursework deadline.

Criteria for the award of marks

70 + (distinction)

A piece of written work in the 70+ range is one of exceptional quality, requiring a high level of conceptual ability and an extremely thorough and conscientious approach to study. Work in this range will clearly demonstrate the capacity to proceed to a higher research degree. It is distinguished by:

Argument

- A clearly expressed and convincing argument which is used to develop a coherent and logical framework within which to answer the question or address the topic, and which is well grounded in existing theory and research, leading to a reasoned conclusion fully supported by the foregoing material.
- A capacity to relate consistently the theoretical and empirical material to the conceptual framework.
- Substantial evidence of independent research.
- The absence of irrelevant or extraneous material.

Understanding

- A thorough understanding of the topic and its implications.
- A clear and consistent focus on the issues raised by the question/topic.
- An insightful argument showing signs of originality.

Style

- Good grammar, punctuation, spelling and sentence construction.
- Thorough use of conventions of referring to other people's work.

Marks within this classification may vary due to–

- An original capacity to develop arguments beyond those available in the literature.
- The depth and sophistication of the conceptual argument.
- The level of familiarity with the theoretical and research literature.

60-69 (Good pass)

A piece of written work of a good to very good standard requiring clarity of thought and expression. It will display an ability to handle the relevant literature in an analytical manner. It will be more than a good description of the various theories and/or studies relevant to the question – it will demonstrate a marshalling of relevant information by means of analysis and interpretation. It will not necessarily have a water-tight argument, but it will be clearly structured and its conclusions will not take the reader by surprise. Such a piece of work will generally show less independence of thought and mastery of detail that is required for a mark of 70 or over. There may be some errors or misjudgements with regard to issues which are not central to the argument. Work in this range will normally demonstrate the capacity to proceed to a higher research degree.

It is distinguished by:

Argument

- A logical, coherent framework within which to answer the question or address the topic.
- An ability to organise the data in a way that provides a clear and logical answer to, or discussion of, the question/topic.
- A clearly expressed theme or argument developed from a critical consideration of relevant literature.

Understanding

- A good understanding of the topic and its implications.
- Familiarity with the relevant literature and empirical data.
- The avoidance of irrelevant or extraneous material.
- Evaluation of competing arguments.
- Conclusion supported by the body of the argument and evidence.
- Some evidence of independent research.
- Avoidance of unsubstantiated assertions.

Style

- Good grammar, punctuation, spelling and sentence construction.
- Good use of conventions of referring to other people's work

Marks within this category may vary due to–

- The clarity and cogency of the overall argument.
- The level of familiarity with the relevant literature and data.
- The depth and coherence of the answer.

50-59 (Pass)

A piece of written work of a moderate to good standard. It will be descriptively strong. It is distinguished from the 60-69 piece by the level of analysis displayed and by the coherence with which the material is organised. There may be some significant errors, misjudgements or omissions of important details. A mark in this range would not normally demonstrate the capacity to proceed to a higher research degree. It is characterised by:

Argument

- An attempt to answer the question or address the topic,
- A conclusion not entirely supported by or relevant to the body of the essay.
- A failure to adequately organise an answer into a coherent whole.

Understanding

- A reasonable understanding of the topic and its implications.
- A level of empirical knowledge and relevant reading which demonstrates a conscientious attempt to tackle the question/topic.
- The intrusion of some extraneous material.
- A failure to grasp at least some relevant points or address some relevant literature.

Style

- Adequate grammar, punctuation, spelling and sentence construction.
- Referencing that is incomplete or fails to observe some conventions for referring to other people's work.

Marks within this category may vary due to–

- The level of empirical and theoretical knowledge displayed.
- The seriousness with which an attempt has been made to answer the question or address the topic.
- The number of major points that have been covered.
- The coherence of the essay.
- The degree of unsubstantiated assertion.
- Written style (grammar, spelling, punctuation and sentence construction).

40- 49 (Fail - with the possibility of condonation in accordance with the Faculty regulations.)

A piece of written work in this category shows signs of engagement with the question or topic, but has inadequacies at Master's level. It signals a failure to give sufficient thought to the work in hand, displaying inconsistent argument, unsubstantiated assertions, and a patchy acquaintance with the relevant literature. It may lack a convincing conclusion and it is likely to include significant errors, omissions and misunderstandings. It is characterised by:

Argument

- A failure to order this material so as to provide an adequate answer to the question.
- An ability to pick out some of the points required for a satisfactory answer.
- Inadequate conclusion.

Understanding

- Some knowledge of appropriate empirical material.
- The intrusion of irrelevant material.
- An inadequate familiarity with relevant literature.

Marks within this category may vary due to–

- The level of empirical knowledge displayed.
- The extent to which an effort has been made to answer the question or address the topic.
- Evidence of conscientious effort.
- The degree of unsubstantiated assertion.
- Written style (grammar, punctuation, spelling and sentence construction).

Style

- Sub-standard grammar, punctuation, spelling and sentence construction.
- Inadequate use of conventions of referring to other people's work

Marks below 40 (Fail - without possibility of condonation.)

Marks in the 30 - 39 range indicate that the piece of written work is inadequate in every respect with pronounced errors and misunderstandings. It is characterised by:

- Some empirical knowledge.
- Some evidence of study in the area concerned.
- An inability to develop any but the flimsiest answer to the question.
- Problematic conclusion.

Using the full range of marks

Departments are encouraged to make use of the full range of marks available, including using marks of below 30% and of above 80% where this is appropriate.

High marks

Marks above 80 (High distinction)

Marks above 80% will given to work that demonstrates the strengths listed for marks above 70%. In addition, it will show original thinking going beyond that in the existing literature and backed up by appropriate evidence and reasoning. Marks above 90% will be given to work that is of a quality suitable for publication in an international refereed journal.

Low marks

Marks below 30 (A poor Fail)

A mark below 30 means that the student has not given sufficient attention to the research, has a lack of basic knowledge, and an inability to tackle the question or topic. It is characterised by –Inadequate knowledge of relevant literature.

- Inadequate understanding of relevant literature.
- No or totally flawed attempt to examine the issue(s) posed in the question.
- No or totally confused attempt to answer the question.
- Little or no structure in the presentation of argument.
- No, or irrelevant conclusion.

Marks of below 20% will be given to work demonstrating almost no knowledge or understanding of the literature and of the subject area. Any knowledge displayed will be completely misinterpreted.

Marks of below 10% will be given to work demonstrating almost complete incoherence and irrelevance.

PLAGIARISM AND COLLUSION

Core values of academic integrity (honesty and trust) lie at the heart of our academic enterprise, and they underpin all activities within the University. The University values a culture of honesty and mutual trust, and it expects all members of the University to respect and uphold these core values at all times, in everything they do at, for and in the name of the University.

Academic integrity is important because, without honesty and trust, true academic discourse becomes impossible, learning is distorted and the evaluation of student progress and academic quality is seriously compromised. Consequently, the University is committed to –

- a. defending the academic credibility and reputation of the institution
- b. protecting the standards of its awards
- c. ensuring that its students receive due credit for the work they submit for assessment
- d. advising its students of the need for academic integrity, and providing them with guidance on best practice in studying and learning
- e. educating its students about what intellectual property is, why it matters, how to protect their own, and how to legitimately access other people's
- f. protecting the interests of those students who do not cheat.

Cheating, a form of academic malpractice, includes: cheating in examinations, plagiarism, duplication and false declaration.

Plagiarism: involves the unacknowledged use of someone else's work, usually in coursework, and passing it off as if it were his/her own. This category of cheating includes the following:

1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
2. commission or use of work by the student which is not his/her own and representing it as if it were:
 - purchase of a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
 - submission of a paper written by another person, either by a fellow student or a person who is not a member of the university;
3. duplication of the same or almost identical work for more than one module;
4. the act of copying or paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
5. submission of another student's work, whether with or without that student's knowledge or consent.
6. Cheating in class tests, occurs when a candidate communicates, or attempts to communicate, with a fellow candidate or individual who is neither an invigilator or member of staff; copies, or attempts to copy from a fellow candidate; attempts to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or personates or allows himself or herself to be impersonated.

Fabrication of results: occurs when a student claims to have carried out tests, experiments or observations that have not taken place or presents results not supported by the evidence with the object of obtaining an unfair advantage.

The University regards all forms of cheating as unacceptable, because they undermine the core values of academic integrity (honesty and trust). Each form of cheating is a breach of the University Regulations, and is liable to be pursued by appropriate disciplinary action.

Examples of plagiarism and of correct referencing

Let's begin with a passage from David Harvey's *The Condition of Postmodernity*. We then present examples of how this passage might be used in an essay. **Note** that, as this is a long-ish quote (+40 words), it is indented and single spaced, with no quotation marks around it. Short quotes are not indented and placed in quotation marks (see example 3 below). Direct quotations require page numbers.

The postmodern penchant for jumbling together all manner of references to past styles is one of its more pervasive characteristics. Reality, it seems, is being shaped to mimic media images. But the outcome of inserting such a practice into the contemporary socio-economic and political context is more than a little quirky (Harvey 1989: 85).

Example 1

In order to understand what postmodernism is we need to recognise the postmodern penchant for jumbling together all manner of references to past styles as one of its more pervasive characteristics. Reality, it seems, is being shaped to mimic media images such that we can no longer distinguish the real from the simulation.

Is this plagiarism? Yes. Why? The writer has incorporated Harvey's text word for word, bar one, without indicating that they are from Harvey's work.

Example 2:

As Harvey suggests, postmodernism can be recognised by the way in which it mixes together, in an eclectic manner, elements from different artistic styles from the past. He goes on to suggest that such a move is a reflection of a culture in which there is a blurring of the distinction between reality and its representation, notably in the media. This has perhaps developed to such an extent that it now appears sometimes as if reality is a representation of what we see in the media rather than the other way around (Harvey, 1989).

Is this plagiarism? No. Why? This paraphrases Harvey and draws on his point but does not copy him directly. It also acknowledges him as a source for the argument that is put forward, at the beginning of the paragraph, and at the end, with the appropriate reference. This is *paraphrasing*, which is acceptable in a student piece of work. It shows that you have understood an argument and been able to convey it in your own words, rather than use the words of another as if they were your own without any acknowledgement to their original source. The student will have also listed the reference in the bibliography, following the conventions outlined in this handbook.

Example 3:

If we accept that postmodernism is primarily defined as the 'jumbling together all manner of references to past styles' (Harvey, 1989: 85), then questions about the relationship between reality and representation arise, since 'references to past styles' are in effect forms of mimicry.

Is this plagiarism? No. Why? The author has quoted Harvey's words verbatim and summarised his argument, has put the quote in quotation marks and has provided the full and accurate reference. The student will have also listed the reference in the bibliography, following the conventions outlined in this handbook.

Example 4:

In intro of the essay the author writes:

David Harvey has argued that postmodernism is characterised by ‘jumbling together all manner of references to past styles’ (Harvey 1989: 85). In this essay, I will discuss this statement in relation to late 20th century urban architecture. ...

Then later in the essay, on p. 3, the author writes:

The example of the XYZ building in UrbanCity testifies to the extent to which mimicry characterises postmodernism. Reality, it seems, is being shaped to mimic media images. But the outcome of inserting such a practice into the contemporary socio-economic and political context is more than a little quirky.

Is this plagiarism? Yes. Why? The author cites Harvey in one part of the essay, but appropriates the words or ideas it contains, without a proper reference, in another part. Such stratagems will not protect a writer against the charge of plagiarism. If you fail to cite another’s words or ideas wherever you use them, the fact that you have cited your source elsewhere or have listed it in the bibliography does not mitigate your dishonesty.

GRAMMAR AND SPELLING

All coursework and dissertations should be checked for spelling mistakes (a good dictionary is an indispensable tool!) and to ensure that your sentences are grammatically correct. Mistakes in spelling, punctuation and syntax (sentence structure) have a number of consequences: (a) they may cause confusion as to what you intend to say; (b) they are extremely ‘user-unfriendly’ and it is inevitable that an argument presented in an immediately accessible and non-confusing format will find a more sympathetic hearing; and (c) when you get to the stage where you have to produce a piece of writing for a Ph.D. application, a funding body, or an outside employer, such mistakes will not make for a good presentation.

Students for whom English is a second language may especially find it helpful to seek support in writing from the Student Learning Development Centre, though all students are welcome to make full use of these services. For more details see later sections. It is also permissible to have work proof-read for spelling and grammatical errors prior to turning in a final corrected version, so long as the content is entirely your own.

Equal Opportunities, Anti-bullying and Anti-Racist Policies

The CGWS and the Sociology Department operates the equal opportunities and anti-bullying policy of the University. There is a network of supporters within the University—see details below.

The Centre for Gender and Women's Studies operates an anti-racist policy: We expect all students to use non-racist language. Useful terms may be:

Black women and black men not blacks.

Asian women and Asian men not Asians.

(White should be used when referring to white women or men)

African-Caribbean/American not Afro (which refers to hairstyles) not generalisable as just women or men.

Women or men of colour is appropriate when using or referring to literature from or issues in the USA.

You may want to put the words 'race' and 'third world' in inverted commas to signify their ideological construction.

You should avoid the word 'minority' when referring to groups associated with 'race' and ethnicity.

(We realise that language is never totally appropriate, is contentious and is open to rapid change but this is a start for discussion.)

Useful reading

Marilyn Frye (1983) 'On Being White' in The Politics of Reality.

Helen (Charles) (1992) 'Whiteness: The Relevance of Politically Colouring the Non', in H. Hinds, A. Phoenix and J. Stacey (eds) Working Out: New Directions in Women's Studies, London: Sage.

hooks, bell (1991) Yearning, Race, Gender and Cultural Politics, New York: Turnaround .

hooks, bell (1992) 'Representing Whiteness in the Black Imagination' in Grossberg, et al. Cultural Studies , New York and London, Routledge.

Lorde, A. (1984) Sister Outsider: Essays and Speeches, London, London: Sheba Feminist Publishers.

Russo, A. (1991) 'We cannot live without our lives' in Mohanty, C. et al., Third World Women and the Politics of Feminism, Bloomington, Indiana: Indiana University Press..

Evaluation

Students will be asked to complete an evaluation form for each module. This has been developed in consultation between students and lecturers. Modifications to modules are made from feedback and it is greatly appreciated. Students will also be asked to complete an overall evaluation form, so that we can gain a sense of how the MA programme as a whole works each year. We have a yearly MA review to bring up any pedagogical issues that might arise, so there is a continual reflection going on about what we teach and how we teach it.

Questions and Difficulties

If you have any difficulties or complaints with a module you are taking, you should first raise them with the module tutor. If the matter is not solved after seeing the module tutor please consult with the Convenor of your combined degree scheme (details of who to contact for your subject appear at the beginning of this booklet). Each department has different complaints procedures and these have to be followed if your module is taught in a department other than Gender and Women's Studies. If you are a Gender and Women's Studies student and the module is a GWS module please consult with the CGWS MA Convenor. If matters have still not been resolved you will need to see either the Director of the Centre for Gender and Women's Studies, Anne-Marie Fortier or the Sociology Department Postgraduate Tutor, Bulent Diken.

If you have problems with your essay over the vacation please contact your tutor by email letting her/him know of your problem rather than leaving phone messages. Extensions within CGWS and the Sociology Department must be requested formally using the attached form submitted to Bulent Diken, the Sociology Department Postgraduate Personal Tutor.

Equal Opportunities – Dyslexia – Medical Conditions - Disabilities

You are admitted to the University on your academic record. The University welcomes all students and has an array of support services to ensure no student feels disadvantaged.

The Centre for Gender and Women's Studies and the Sociology Department follows University Policy and strives to make itself an inclusive department. It is possible that you have already had support from the Disabilities Service as part of your admission process. Christine Quinn in the Disabilities Service will continue to provide guidance and support by working with the Sociology Department to ensure your learning support needs are met, especially with regards to exams and assessments. There is also financial help available.

You can contact the Disabilities Service at any time in your time here if you feel you might need advice (for example you might want to be assessed for dyslexia). The person to liaise with in the Sociology department with any issue concerning disability, equal opportunities or unfair treatment (even harassment) is: Imogen Tyler (i.tyler@lancaster.ac.uk),

Imogen Tyler is also the person to contact if you have any medical concerns or mental health issues that impact on your studies that you would like the department to take into account.

If using the library is an issue because of dyslexia, a disability or medical condition, get in touch with Fiona Rhodes, f.rhodes@lancaster.ac.uk, for advice and help.

Confidentiality: if it's useful for you, do talk in confidence to any of the staff named here, but please remember that you may not be able to access all the support available to you unless we can inform other staff involved in support arrangements.

You may also find it helpful to look at some of the following web pages for local and national background.

Lancaster Disabilities Service: <http://www.lancs.ac.uk/depts/disabilities/index.htm>

You can also easily reach the two sites above via the alphabetical list on the University home page.

Links to national equalities bodies and organisations:

<http://www.lancs.ac.uk/depts/equalopp/eolinks.htm>

Lancaster Equal Opportunities web pages: <http://www.lancs.ac.uk/depts/equalopp/>

Practical Matters

Mail

Please ensure you **check** your **mail and email** regularly. Any mail which arrives at the CGWS will be placed in the pigeon holes. If you are on one of the 'joint' degree schemes, you should also check your 'joint' department for mail.

Email address

Please make sure that you register for a Lancaster University email address and let the Centre have a note of this as soon as possible—contact Jane Collins. You must check this regularly as this is the email address used for departmental and official University communication.

Address details

Please notify the department immediately of any change of address, email or telephone number.

Module choices and registration

The MA Convenor will be able to help you with your choice of modules. If you then decide to want to change your choices, you should see the MA Convenor about this.

Photocopying

Photocopying cards can be bought from the Library or Uni-Print (situated on the ground floor of University House). However, you should remember that the cards bought in the Library can only be used in the Library. The ones from Uni-Print can be used in the copiers located in the colleges.

Because the CGWS's MA schemes are all interdisciplinary, you will no doubt attend some modules which are offered and taught by other departments. Please bear in mind that other departments may have different policies regarding the provision of photocopied material for teaching purposes. Unfortunately there does not seem to be total consistency in this respect across campus due to the different sizes, circumstances and budgets of the various departments.

Submission of coursework

You should ensure that you complete and attach a departmental coursework cover sheet to one copy of each assignment (and dissertation) submitted. Please make sure you sign the section which declares that work submitted is your own.

One copy of your assignment should be given to the department teaching and assessing the module and this will be returned to you (via the CGWS) with provisional mark. **Please also make sure that you always give a second copy of every assignment to Rachel Hemmings for examination purposes.** The only exception to this is for students registered on the MA in Gender and Women's Studies and Education as this scheme is administered and examined by the Educational Research Department- the second copy should go to the MA Co-ordinator in that department.

Return of marked coursework

All assignments taught by CGWS are double marked but we aim to return them to you within a month. Once marked, the assignments are passed by the tutor to the Administrative staff so that your marks can be recorded. You will then be emailed to let you know that your assignment is ready for collection.

Assignments taught and marked outside CGWS are supposed to be returned to the Centre after marking so that your marks can be recorded, and, as with Gender and Women's Studies assignments, you will be emailed to inform you that your assignment is ready for collection.

However, sometimes this system goes wrong and the tutors from other departments return the marked assignments directly to the students. If this happens, please ensure that you let the the Sociology Department Administrator, Rachel Hemmings - take a photocopy of your mark sheet so that a record of everything can be kept for the examination board.

Marks

Please do remember that all marks awarded are provisional. Samples of coursework and all dissertations are sent to the external examiners for moderation in September and marks are confirmed at the Examination Board in late October.

STUDENT SUPPORT SERVICES

The University provides a range of support services for students. The general office of Student Support Services is based in Room A35 University House, and their web site is at <http://www.lancs.ac.uk/users/studentssupport>. They offer support relating to financial information, mature students, international students, disabilities services, and counselling services (see below).

The library offers introductory sessions on the use of libraries and archives. Visit the library lobby for a schedule of these sessions. Central IT facilities are provided by Information Systems Services (ISS). ISS manages the computer network structure that links all the computers on campus. It also provides a range of support and training facilities. The ISS Reception Desk is located on the ground floor of the library.

Student Learning Development Centre - aims to help students become effective and independent learners.

Webpage: <http://www.lancs.ac.uk/depts/celt/slhc/>

The Centre offers:

- * Mixed discipline teaching sessions about study.
- * Teaching sessions about study as part of academic courses.
- * Work with staff to help them to develop courses that respond to student learning needs.
- * Group & individual tutorials for students whose first language is not English - to support the development of oral and written communication in academic work.
- * Individual appointments for students who feel they need help with study problems.
- * The opportunity for students with particular needs - perhaps through dyslexia or physical disability - to develop new study strategies while at university.

The Centre co-ordinates learning support provision and specifically addresses the needs of students:

- who are non-native speakers of English.
- students with disabilities, such as dyslexia, whose previous educational experiences have not adequately prepared them for university study.
- those students who are keen to develop their abilities in order to achieve better results in their course.

Support for Writing Essays and Dissertations

The MA is a time for you to develop your writing skills, as well as your research skills. To provide you with support, we will have workshops so that you can ask questions about issues that concern you. In the Michaelmas term, there will be an essay writing workshop and in the Lent and Summer Terms there will be dissertation writing workshops. Please also see the course convenor or your personal tutor for advice at other times. The University has an excellent academic counsellor, Moira Peelo, contactable via the Student Learning Development Centre (SLDC), who provides advice and support on writing difficulties

Counselling Service

Webpage: <http://www.lancs.ac.uk/users/counsel/docs/firstpage.html>

The Counselling Service is open five days a week throughout the year. One of the eight (part-time) Counsellors can usually offer an appointment within a few days at the office on B floor in Furness College. If you have difficulty accessing the office, staff will arrange another meeting place. The staff of the Counselling Service aim to provide a welcoming and friendly environment where people can feel comfortable, and most crucially, secure in the knowledge that whatever is said will be safeguarded by their strict standards of confidentiality. For appointments and enquiries ring extension 92690 (external 592690) or email : counselling@lancaster.ac.uk

Careers

Webpage: <http://careers.lancs.ac.uk/>

The Career Service, based in University House, aims to enable the University's students to make informed decisions about their career choices, take steps to realise their goals and to develop the capacity to manage their careers throughout their working lives.

The careers service web site is made up of a number of pages providing both guidance and reference information as well as useful connections to other careers related sites on the web with information about employers, occupations, work and study in the UK and abroad and a number of employment agencies. To take full advantage of the wide range of information which exist in both electronic and printed formats this site is most beneficial when used in conjunction with the facilities available in the Careers Service. The Careers Service also provides a comprehensive number of Services for our other key client groups including pre-entry students, employers, members of the institution and other career-related stakeholders.

Library

The Lancaster University library has an extensive Gender and Women's Studies collection, available for use by all students. New students will need to register with the library as soon as you arrive in order to activate your borrowing privileges.

The library offers introductory sessions on the use of libraries and archives and details on these will be available from the Library near the start of the academic year. You don't need to book and these sessions are well worthwhile, especially as you may well want to use facilities new to you, such as bibliographic searches or databases. Visit the library lobby for a schedule of these sessions. The librarian with special responsibility for the holdings in Gender and Women's Studies, Lorna Pimperton, l.pimperton@lancaster.ac.uk Office: A36, A Floor, Blue Zone. She can be reached on 92539 (internal), 01524 592539 (external). There is a very useful Library web site at www.libweb.lancs.ac.uk/g20.htm where you will be able to find links to the Gender and Women's Studies Library Guide as well as other useful documents.

Special note regarding responsible use of Library resources

Library books are a shared resource. Please DO NOT annotate, highlight or mark them in any way. Texts that are marked in such ways are difficult to read, and indeed people with visual disabilities find them impossible to read. Please be considerate in your use of Library materials.

And finally ...

We try to include all information we think you may need in the handbook. However, if you cannot find the answer to your question in there or are unsure about anything, please do feel free to ask and we will do our best to help you, or direct you to someone who can deal with your query.

Teachers involved in the MA schemes - background information

Note: The information below is partial. Fuller descriptions of staff research interests and publications can be found on the staff homepages on their departmental web sites.

DR. TESS COSSLETT (ENGLISH AND CREATIVE WRITING)

Key Words: literature, matrilineal narratives, auto/biography.

Research: Tess Cosslett has written on female friendship in Victorian fiction, the representation of childbirth in twentieth century writing by women, Victorian women poets, and matrilineal narratives, both fictional and autobiographical. She is now researching children's literature, and is planning a book on talking animals in Victorian children's fiction. She is also interested in attempts to bring together creative and critical writing, in her own work and that of other critics.

DR SONDRA CUBAN (EDUCATIONAL RESEARCH)

Key Words: Care homes, literacy, literacy and health, literacy in multilingual countries. literacy learning

Sondra's current research projects are: an ESRC study, called, Home/Work: the roles of education, learning, and literacies in the networks and mobilities of migrant carers. This focuses on the gendered geographies of skilled migration at the intersections of labour, care, and rurality. The other project is a European Commission evaluation study focusing on the changing learning needs of trade union representatives (with Sweden, Latvia, Bulgaria, and Portugal). My writing focuses on: women, learning and literacies; community technologies; non-formal and informal education; workplace learning; and, the feminisation of migration and education.

DR. ANNE-MARIE FORTIER (CGWS)

Key Words: feminist theory, cultural studies, diaspora studies, queer theory, performativity.

Research: Anne-Marie Fortier's work revolves around issues of identity formation as it is located at the crossroads of feminist/queer theory, cultural studies and 'diaspora studies'. Her book, *Migrant Belongings. Memory, Space, Identity* (Berg: 2000) examines the formation of an Italian émigré identity in England and the ways in which it is produced through both movement and attachment. Her most recent book, *Multicultural Horizons: diversity and the limits of the civil nation* (Routledge, 2008) considers the anxieties, desires, and issues that form the representations of 'multicultural Britain' available in the British public domain.

DR. CAROLYN JACKSON (EDUCATIONAL RESEARCH)

Key words: compulsory education, education, femininities, feminist research methodologies, gender, higher education, masculinities, psychology, sociology, women's studies.

Research: Carolyn Jackson's research is guided by an overarching interest in gender issues in education, with particular interests in single-sex and mixed-sex learning environments, current 'moral panics' and debates regarding boys' 'underachievement', and concerns about 'laddish' attitudes and behaviours in schools. Between 2003-2005 she undertook an ESRC Fellowship to explore boys' and girls' motives for 'laddish' behaviours. A book from this project - *'Lads' and 'ladettes' in school: Gender and a fear of failure* - was published in 2006 by Open University Press. She also conducts research on the PhD examination process in Britain.

DR. HIROKO KAWANAMI (RELIGIOUS STUDIES)

Key Words: women in Buddhism, female representation in the texts, celibacy and asceticism, gender symbolism in Hindu-Buddhist societies, social stereotypes and taboos.

Research: Hiroko Kawanami's interests include: discrepancies between religious ideology and actual experiences of women, the religious standing of female renouncers (Buddhist nuns and ascetics) in a male ascetic tradition, the construction of gender in non-western societies, and methods of feminist ethnography and fieldwork. She has also been interested in unmarried, unaffiliated, marginal women such as nuns and prostitutes. She is currently finishing a book, 'Worldly Sanctity', on Burmese Buddhist nuns.

DR. VERONIKA KOLLER (LINGUISTICS AND ENGLISH LANGUAGE)

Key words: applied linguistics, consumerism, Corpora and sociolinguistics/discourse, corporations, critical discourse analysis, language and sexual identities, language, gender and discourse, media, metaphor.

Research: Veronika Koller's main research interests cover the construction and communication of brands in discourse, and critical discourse analysis in general. She combines this with cognitive metaphor theory and multi-modal communication. She has also worked in the area of language and sexual identity and is currently involved in a research project on adapting semantic annotation software for the analysis of metaphor in discourse.

PROFESSOR MAUREEN MCNEIL (CGWS)

Key Words: feminist cultural studies of science and technology; knowledge, power, pedagogies and feminism; reproductive politics and theory; genomics, culture and media.

Research: Maureen McNeil has long-term interests in the gender relations of science and technology which have been shaped by my involvement in cultural studies. She has recently completed a book on *Feminist Cultural Studies of Science and Technology* (London: Routledge, 2007). Another strand of her research concerns theories, narratives, and politics of reproduction. This is part of her work within the ESRC Cesagen (Centre for Economic and Social Aspects of Genomics) where she is also located. Some other publications include: (ed.) *Gender and Expertise*. London: Free Association Books, 1987. *Under the Banner of Science: Erasmus Darwin and His Age* (Manchester: Manchester University Press, 1987) and M. McNeil, I. Varcoe and S. Yearley (eds) *The New Reproductive Technologies* (London: Macmillan; New York: St Martin's Press, 1990) and with J. Haran, J. Kitzinger, K. O'Riordan, *Human Cloning in the Media: from Science Fiction to Science Practice* (London: Routledge, 2007).

DR. LINDSAY MOORE (ENGLISH AND CREATIVE WRITING)

Key words: English

Research: Lindsey Moore grew up in New Zealand and completed her BA and MA at the University of Canterbury, Christchurch. After several years teaching English in Japan, she came to Britain on a Commonwealth Scholarship and completed her doctorate at the University of Sussex in 2003. She joined the Department at Lancaster in 2004. Lindsey draws on postcolonial and feminist theory in her work on literary and visual texts. Her main research interests are Arab women's literature and film in English, French and translation and representations of and by Arab, Muslim women. She has recently published a book entitled *Arab, Muslim, Woman: Voice and Vision in Postcolonial Literature and Film* (Routledge, 2007). She has wider interests in postcolonial, particularly South Asian and British-Asian literatures, and has worked on writers such as Salman Rushdie, Hanif Kureishi and Nadeem Aslam. With Graham Mort, she was the co-organiser of [the Trans-Scriptions series 2005-6](#) which brought together creative writers and academics to discuss 'Writing, Culture and Location'.

Lindsey teaches the African literature half-unit and in 2007-8 introduced a new half-unit on the Indian Novel and 'Postcolonial Women's Literature and Film' on the MA in CLS. She would welcome postgraduate research projects on Arab women's writing in English and on colonial/Orientalist and postcolonial representations of the Arab world and its

diaspora. She would also be very interested in research projects on South Asian, sub-Saharan and North-African, or migrant/diaspora literatures.

When not researching and teaching, Lindsey spends as much time as possible travelling. She enjoys attending overseas conferences and she is also studying Arabic... slowly!

DR. SHURUQ NAGUIB (RELIGION STUDIES)

Key words: Classical exegesis, Gender and Islam, Hadith Commentary, Islamic law, Islamic literary traditions, Islamic ritual law, Modern Islam, Modern Qur'an interpretation, Muslim ethics, Muslim feminism, Qur'anic exegesis, Qur'anic studies, Women and the Qur'an

Research: Classical Exegesis of the Qur'an (Intertextuality and Hermeneutics); The Representation of Women in the Qur'an and Exegesis; Ritual Ethics in Islam, Gendering Islamic thought; Contemporary Women Interpreters of the Qur'an (Muslim Feminism); Dis/continuities between traditional and contemporary Islamic thought; Bint al-Shati': the First Sunni woman exegete and hermeneutician.

PROFESSOR LYNNE PEARCE (ENGLISH AND CREATIVE WRITING)

Key Words: feminist theory, women's writing, theories of reading

Research: I lecture in English and Women's Studies and specialise in the teaching of feminist theory and women's writing. I am co-author of *Feminist Readings/Feminists Reading* (1989) and author of *Woman/Image/Text* (1991) and *Reading Dialogics* (1994) and *Feminism and the Politics of Reading*. See also *Romance Revisited* (co-edited with Jackie Stacey, 1995) and *Fatal Attractions and Cultural Subversions: Re-Scripting Romance in Contemporary Literature and Film* (1998). I am also interested in issues of national and regional identity within the British Isles and have recently edited a new volume entitled *Devolving Identities: Feminist Readings in Home and Belonging*.

DR. CORINNA PENISTON-BIRD (HISTORY)

Key Words: gender identity, national identity, women in the military, cultural representation, the cultural circuit.

Research: I have published on cinematic representations of women in the military in *A Soldier and a Woman: sexual integration in the military* (Harlow, 2000), a collection of essays edited by myself and G.J.DeGroot. My recent book with Penny Summerfield is *Home Defence: men, women, and the Home Guard in the Second World War* (Manchester University Press, 2007),

DR. CELIA ROBERTS (SOCIOLOGY)

Key Words: health, the body, reproduction, genetics, feminist theory

Research: I have recently completed two books. The first was with Sarah Franklin, *Born and Made: an ethnography of preimplantation diagnosis* (Princeton). The second is: *Messengers of Sex: hormones, biomedicine and feminism* (Cambridge University Press, 2007), I have published papers on hormone replacement therapy, environmental estrogens, breast cancer activism and the history of hormonal bodies.

DR. DEBORAH SAWYER (RELIGIOUS STUDIES)

Key Words: Gender theory, hermeneutics, women and religion, ancient world, biblical texts.

Research: My research is in the context of women and religion, and centres on the biblical text and its application and interpretation in the history of Christianity, including contemporary feminist critiques. See also my books *Midrash Aleph Beth*, (Atlanta, Georgia: Scholars Press, 1993) and *Women and Religion in the First Christian Centuries* (London/New York: Routledge, 1996) *Sacred Text, Gender and Meaning*, (New York/London: Routledge). . My subsequent research opened up more questions, particularly relating to the construction of gender by religious systems. In my latest monograph, *God, Gender and the Bible* , (London/New York: Routledge, 2002), a thesis is presented explaining the particular presentation of male and female characters in biblical narratives in terms of the theological meta-narrative of biblical religion played out in the various political contexts reflected through the texts. My current research follows on from this, and explores the tension between autonomy and submission in biblical and subsequent literature, through analysis of the concept of desire, and in relationship to the Enlightenment project and identity theory. Current projects include Reading Spiritualities (with Dawn Llewellyn) and producing the Blackwell Companion to Gender and Religion.

DR. VICKY SINGLETON (CGWS)

Key Words: women, health and technology and Science and Technology Studies.

Research: I am interested in relationships between health policy and practice and in complexity in health related decision making. Empirical work has focused on the UK Cervical Screening Programme, Sudden Infant Death Syndrome and Acute management of Alcoholic Liver Disease. Recent work considers accountability and responsibility in health practices and farming practices. Some of my recent publications include: *'The promise of public health: vulnerable policy and lazy citizens'* , *Environment and Planning : Society and Space* , Vol 23 (5) (October 2005), 771-786; *'Resuscitating Healthy Citizens: Normativities and Negativities'* , in *Feminism and Technoscience: A Reader* I Moser, K. Asdal and B. Brenna Eds. (2007).

DR. YVETTE SOLOMON (EDUCATIONAL RESEARCH)

Key Words: Teaching and learning, families with teenagers, disaffection

Research: Reader in the Department of Educational Research with specialism in the classroom construction of knowledge (especially mathematics knowledge), adolescents and their families, and adolescent disaffection. Before joining the Department, was Senior Research Psychologist at the Trust for the Study of Adolescence.

DR. JANE SUNDERLAND (LINGUISTICS AND MODERN ENGLISH LANGUAGE)

Key Words: gender and language, gender and education, female student identity, fatherhood/ parenthood discourses.
Research: I am interested in language and gender issues both inside and outside the classroom. Inside the classroom, I am interested in (a) the ways female students perform academic identities and if/how the teacher positions females as the more academic students, (b) how teachers mediate gender in textbooks, and (c) culture-appropriate models of gender in teacher education. Outside the classroom, I am currently interested in the construction of motherhood and fatherhood in parentcraft texts, and issues of gender in young children's literature, and in ways of studying this. Publications include: *'Girls being quiet: A problem for foreign language classrooms?'* *Language Teaching Research*, 1998. *'Who learns what from John and Sally?: discourse roles and gender in language textbook dialogues'* (with Martha Jones and Catherine Kitten), *Gender and Education*, 1997; *'Baby entertainer, bumbling assistant and line manager: discourses of fatherhood in parentcraft texts'*, *Discourse and Society*, 2000; and *'Language, gender and language education: state of the art review'* in *Language Teaching* 2000. My recent books include: *Gendered Discourses* (London: Palgrave Macmillan, 2004); *Gender and Language: an advanced resourcebook*. (London: Routledge, 2006) and (edited with Kate Harrington, Lia Litosseliti and Helen Sauntson) *Language and Gender Research Methodologies* (Palgrave Macmillan, 2008).

DR. LINDA WOODHEAD (RELIGIOUS STUDIES)

Key Words: sociology of religion; women and religion; gender, power and religion; women, wellbeing and new spiritualities.

Research: Linda Woodhead is a sociologist of religion, focusing on religion in the modern world. She has a particular interest in the changing shape of Christianity in the contemporary west, the rise of new forms of ('holistic') spirituality - and the relation of both to issues of gender and power. Her recent books include; *An Introduction to Christianity* (CUP, 2004); *The Spiritual Revolution: Why Religion is Giving way to Spirituality* (Blackwell, 2005, with Paul Heelas); *God and Human Dignity* (co-edited with Kendall Soulen) (Grand Rapids, Michigan, Cambridge, UK: William B. Eerdmans, 2006). She is currently Director of the AHRC Religion and Society Programme.

Helpful names and numbers

Name	Expertise	Where situated	Telephone no. & Email
Maureen McNeil	MA Convenor	Bowland North B129	01524 594096 m.mcneil@lancaster.ac.uk
Anne-Marie Fortier	CGWS Director	Bowland North B133	01524 594911 a.fortier@lancaster.ac.uk
Rachel Hemmings	Sociology Departmental Officer	Bowland North B141	01524 594177 hemmingr@exchange.lancs.ac.uk
Jane Collins	CGWS Co-ordinator	Bowland North B139	01524 592680 j.collins@lancaster.ac.uk
Bulent Diken	Sociology Departmental Postgraduate Personal Tutor	Bowland North B07	01524 594180 b.diken@lancaster.ac.uk
Student Finance Services			http://www.lancs.ac.uk/student-services/download/leaflets/
International Students			http://www.lancs.ac.uk/student-services/international/
Counselling Service			http://www.lancs.ac.uk/student-services/counselling/
Graduate College & Hall			http://lugrad.wordpress.com/
Disability Adviser			http://www.lancs.ac.uk/student-services/disabilities/disabilityhandbook.htm
Students' Union			www.lusu.co.uk
Student Learning Development Centre			http://www.lancs.ac.uk/depts/celt/sldc/
Careers Service			http://careers.lancs.ac.uk/Pages/default.aspx
Nurse Unit		Reception Building	http://www.lancs.ac.uk/student-services/health/nurseunit.htm

Medical Practice		Situated on the perimeter road near to the Pre-School Centre.	Telephone: (0)1524 387780 or University extension 94130. http://www.lancs.ac.uk/lancuni/health.htm
Dentist (Private)		Situated behind Bailrigg House	01524 594595

Academic year 2009-2010

Michaelmas term:

2 October 2009 to 11 December 2009

Lent term:

8 January 2010 to 19 March 2010

Summer term:

16 April 2010 to 25 June 2010

Academic year 2010-2011

Michaelmas term:

8 October 2010 to 17 December 2010

Lent term:

14 January 2011 to 25 March 2011

Summer term:

28 March 2011 (Week 2: 29 April) to 1 July 2011



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ETHICAL ISSUES RELATING TO RESEARCH PROJECTS FOR APPROVAL

Name of Student:

Project Title:

Proposed Research Methods:

Ethical Considerations - please describe how you will address each issue in your research.

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MA COURSEWORK EXTENSION REQUEST FORM

Requests for extensions should be submitted to the Sociology Departmental Postgraduate Personal Tutor (Dr Bulent Diken *Ext: 94191, Email: b.diken@lancaster.ac.uk*). He/she may require you to attend a meeting to discuss your request.

Please provide relevant written evidence (eg Medical Self-Certification, Doctor's letter)

Please Note: All requests must be submitted before the stated deadline

Student Name:
Date of request:
Degree Scheme:
Title of relevant module(s):
Reasons for requested extension (please provide as much detail as possible):

Request approved / not approved (Delete as appropriate)	Date:
Signature of Departmental Postgraduate Tutor:	

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COURSEWORK COVERSHEET

Name	MA Degree Scheme	
Module	Course Tutor	Dept
Title Of Coursework		

Except for ideas and passages properly acknowledged in the text, this writing is all my own work. It has not been submitted in this form in part or whole for any other course and, where similar ideas are used, they have been duly acknowledged.

Signed:..... Date:.....

Submit 2 copies to Rachel Hemmings, Departmental Officer. Dept of Sociology, Bowland North B141

First marker's comments:

Second markers are invited to comment on the work - please attach as necessary

This mark is PROVISIONAL	First marked by:	Date:	Mark Awarded:
This mark is PROVISIONAL	Second marked by:	Date:	Mark Awarded:

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MA DISSERTATION PROPOSAL

Student Name:

MA degree:

Proposed Title:

Dissertation supervisor:

(You must secure agreement from your proposed supervisor before completing this form)

Please return this form to Rachel Hemmings by 1 May.

Before you meet with your supervisor for the first formal supervision session, you should prepare a dissertation plan (about 500-1000 words).

The plan should include:

- (a) a rationale for the topic, indicating the key questions or issues to be studied and the reasons why this is worth studying. Be sure to highlight your specific focus and area of interest;
- (b) an outline of the dissertation, including a title, indicating the principal chapters or sections into which it will be divided.

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MA DISSERTATION SUPERVISION REPORT FORM

Student's Name _____

MA degree _____

Students can expect approximately five hours of supervision on their MA dissertation. This form is designed for scheduling and keeping track of supervisions, and for supervisors to record the progress being made by their supervisees. This is only a guideline, and individuals may decide to have fewer meetings or to use e-mail contact. The supervisor should return this form along with the marking sheet for the dissertation in September.

<p>Initial Meeting Date:</p> <p>Length of time:</p>	<p>Has student submitted a 1000 word dissertation plan to the MA Co-ordinator by late April? Comments:</p>
<p>Second Supervisory Meeting Date:</p> <p>Length of time:</p>	<p>Is student making sufficient progress on researching the topic? Comments:</p>

<p>Third Supervisory Meeting Date:</p> <p>Length of time:</p>	<p>Has student attended a dissertation writing workshop in the summer term? Comments:</p>
<p>Fourth Supervisory Meeting Date:</p> <p>Length of Time:</p>	<p>Has student shown a draft to the supervisor? Comments:</p>
<p>Final Supervisory Meeting Date:</p> <p>Length of Time:</p> <p>Submission of Dissertation:</p>	<p>Has student checked final version for correct references, spelling and grammatical mistakes? Comments:</p>

Signature of Supervisor: _____ Date: _____

Signature of Student: _____ Date: _____