

Programme Specification for MA in Women's Studies (Humanities), Centre for Women's Studies, University of York

1	Programme title covered by specification	Women's Studies (Humanities)
2	Name(s) of final award(s)	MA
3	Awarding body/institution	University of York
4	Teaching institution (if different)	N/A
5	UCAS code (where relevant)	N/A
6	Criteria for admission to the programme	

Normally 2/1 degree (or equivalent) in relevant subject

Candidates must be able to satisfy the general admissions requirements of the University of York. Applications are evaluated by the programme's admissions tutor and examples of written work will be required from all candidates. The Centre for Women's Studies welcomes applications from non-traditional candidates.

7	Length and status of programme and mode of study	1 year (full-time); 2 years (part time)
8	Proposed starting date (month and year; for new programmes only)	N/A
9	Relevant subject benchmark statement(s)	N/A
10	Accreditation (if applicable)	N/A

11 Educational aims of the programme

The programme aims:

- To provide a solid grounding in interdisciplinary women's studies, emphasizing gendered aspects of social and cultural life in relation to other social divisions and inequalities
- To expose students to an interdisciplinary range of conceptual, theoretical and methodological approaches to and debates within women's studies.
- To familiarize students with the epistemological and philosophical underpinnings of feminist methodologies in the humanities
- To foster the development of a critical, self-reflexive and independent approach to research and scholarship, as well as the acquisition of transferable skills
- To provide candidates with a range of skills and competences appropriate to higher degree research in the humanities

12 Programme structure

The programme is structured as follows:

2 compulsory substantive modules of 20 credits each

Approaches to Women's Studies I (1 x 2 hour seminar per week)

Approaches to Women's Studies II (1 x 2 hours seminar per week)

2 compulsory methodology modules

Interdisciplinary Methods in Women's Studies (1 x 2 hour seminar per week)

Debates in Feminist Research (Humanities)

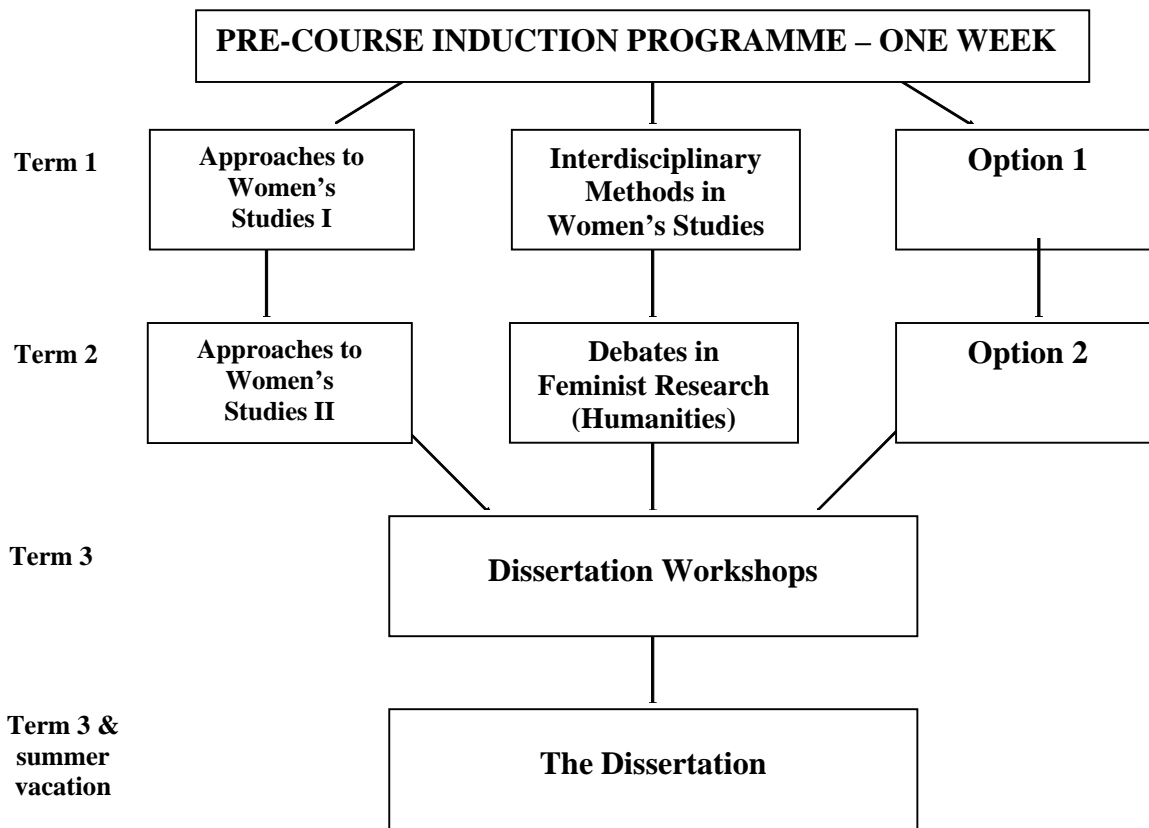
2 optional modules of 20 credits (each 1 x 2 hour seminar per week).
(of which at least one* must be in a humanities-based subject),

Sample menu:

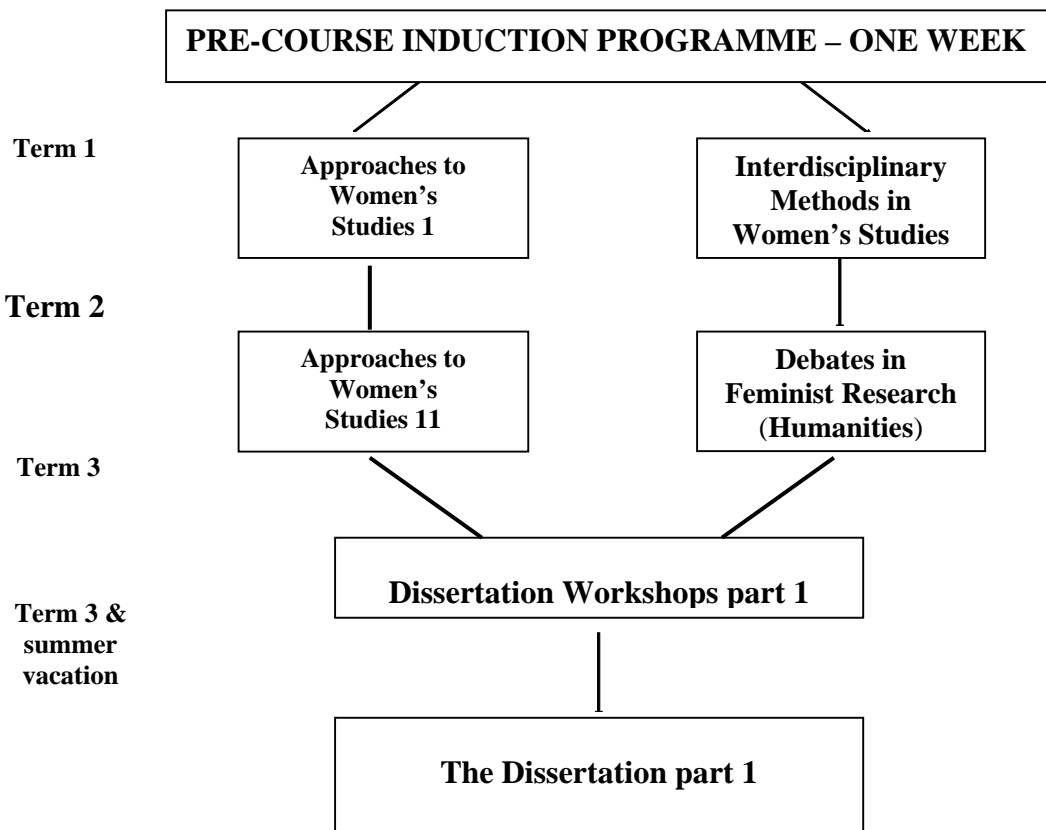
Women and Health,
Women, Citizenship and Conflict
Gendering the Exotic,
Cultures of Life-Writing,
Feminism and Sexuality,
Cyborg Perspectives,

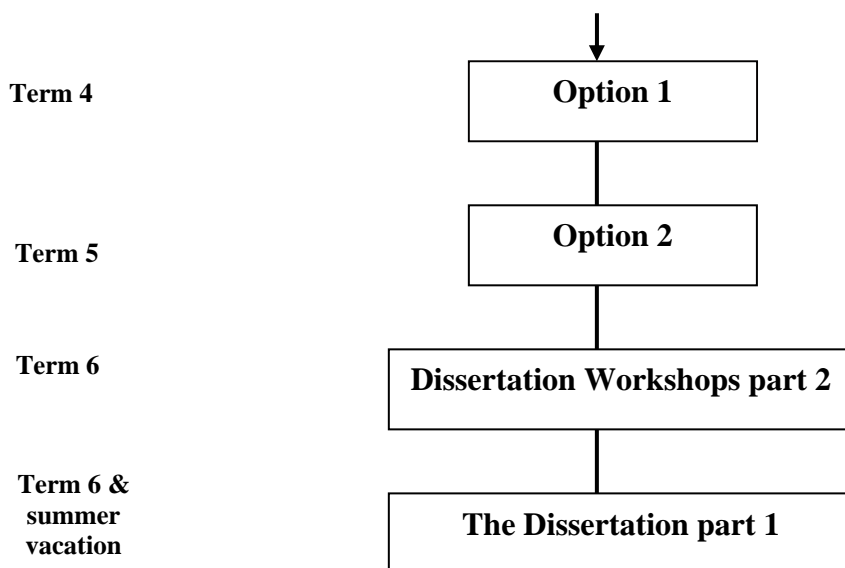
Dissertation workshops (10 credits) (1 x 2 hour workshop per week) and a dissertation of 60 credits.
It can be taken on a full or part-time basis.

Plan of Full-Time Programme



Plan of Part-Time Programme





13 Intended learning outcomes, distinguishing those which are assessed, in terms of:

(a) knowledge

Candidates would be expected to acquire

- i) knowledge of the main issues and debates current in feminist theory, in particular the problematics associated with the category 'women' and the concept 'gender';
- ii) thorough grounding in the uses and potential of new technologies (particularly computer-mediated technologies) for feminist enquiry
- iii) knowledge of key topics in gender history, including debates about the 'public' and 'private' spheres, constructions of femininity and masculinity, class identity, the intersections of gender and 'race'.
- iv) knowledge of appropriate ways of relating 'texts' to 'contexts'
- v) familiarity with the major discourses informing contemporary feminist thought

(b) understanding

- i) a broad grounding in the ways in which gender inflects the production and consumption of cultural texts
- ii) understanding of the significance of interdisciplinarity for feminist enquiry
- iii) understanding of the relationship between text and technology, especially the ways that the Internet and related technologies may transform gendered theoretical paradigms
- iv) understanding of the importance of historical specificity for feminist research
- v) understanding of the implications, and limitations, of contemporary feminist methodologies in the humanities

(c) skills (discipline-related and transferrable)

- i) ability to plan, design and undertake a piece of independent research
- ii) oral skills (including seminar presentations, research reports, group discussion)
- iii) time management
- iv) literacy in up to date methods of information retrieval and bibliography (including on-line databases, archive training etc.)
- v) ability to exploit the internet for research purposes
- vi) critical skills, including methods of evaluating both print and web-based texts
- vii) ability to write cogently and lucidly, to present written work of professional and scholarly standards
- viii) ability to collect, evaluate and interpret data from a variety of sources, including primary and secondary materials.

(d) experience and other attributes

seminar discussions, workshops with new technologies, research based workshops, tutorials, essay writing, guided research, seminar presentations, research training, participation in visiting speakers' programme, involvement in Centre activities, including conferences, dayschools, Board of Studies. Experience is not subject to assessment.

14 Teaching, learning and assessment methods used to achieve and demonstrate the learning outcomes

Teaching and Learning

The four main taught modules are delivered via weekly 2 hour seminars. These involve a range of teaching and learning strategies, including student presentations, student-led discussion, formal mini-lectures, workshops, debates, and group projects.

Learning outcomes achieved: a) i-v; b) i-v; c) ii, vi-viii

The research training modules are delivered by regular (usually weekly) seminars and workshops, involving a variety of pedagogical modes including skills-based sessions in the computer laboratory, library and Borthwick archive; discussion of key texts, short lectures, student presentations and class-based writing exercises.

Learning outcomes achieved: a) ii-iv; b) i-v; c) ii - vi, viii.

Dissertation workshops

Weekly small group workshops in which all students present and discuss the progress of their work at least twice each, and learn to respond constructively to the work of their peers. The sessions involve information sharing, critical evaluation, problem solving and team work.

Learning outcomes achieved: As well as consolidating the knowledge and understanding learned in the taught modules, the dissertation workshops contribute specifically to c) i-vi, viii.

Dissertation

Candidates meet with dissertation supervisors five times during the summer term on a one-to-one basis, and receive feedback in verbal and written form over both the summer term and vacation (the five sessions are distributed over two summers in the case of part-time candidates).

Learning outcomes achieved: these are related to the specific dissertation topic, but as well as building on outcomes a) and b) will develop skills c) i, iii --viii

15 Variations and exceptions: none.

16 Quality and standards:

Student feedback is collected through a variety of mechanisms (e.g. module evaluation forms, representation on Board of Studies, occasional student fora). This then forms one of the inputs into the departmental review cycle, along with external Examiners' reports, the outcomes of the peer observation of teaching and statistical data relating to programmes. A report on this review process is submitted to University Teaching Committee. Schemes for departmental visits and periodic reviews are also in place at University level. Students are informed of the outcomes of feedback through their board of Studies representative and through the posting of unreserved Board of Studies Minutes on the notice board.

17 Date on which this programme specification written or revised: Tuesday, 22 January 2002
(revised 25 January 2005, revised 18 October 2005)

18 Other sources of information relating to this programme specification

This specification provides a concise summary of the main features of this programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information and guidance concerning administration and assessment can be found in the Centre's Handbooks.