



UNIVERSITY
OF LONDON

Programme Regulations 2022–2023

Gender, Sexuality in Global Politics

MA

Important document – please read
This document contains important
information that governs your
registration, assessment and
programme of study



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Important information regarding the Programme Regulations

About this document

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As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

These Programme Regulations are designed and developed by SOAS University of London which is responsible for the academic direction of the programme. The regulations take account of any associated arrangements at SOAS.

In addition to Programme Regulations, you will have to abide by the [General Regulations](#). These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary.

Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not in the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the University of London website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

The following language is specific to the Gender, Sexuality in Global Politics programme:

Module: Individual units of the programmes are called modules. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Elective modules: Pathway specific optional modules that are studied in succession after the core module(s).

Dissertation development stage: A learning stage that follows each module which develops the skills needed to write and submit a final dissertation.

Module convenor: Programme team member who ensures that design and delivery of high quality learning opportunities are available for students on the module.

Associate tutor: Programme team member who delivers small group teaching, or may be used for their specialist expertise to lead online seminars.

E-tivity: online assessment task or tasks specified by the Programme Director.

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

Changes to Gender, Sexuality in Global Politics regulations 2022-2023

There are no significant changes for the 2022-2023 period.

Alternative Assessments during the Coronavirus (COVID-19) Outbreak

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed examinations in place of written examinations, which are usually held at examination centres. Please note that this statement replaces any published information relating to assessments or examinations in any of our materials including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement.

The University of London continues to work towards supporting the academic progression of all its students. The University also continues to be mindful of the health and wellbeing of its students during this pandemic, whilst protecting the academic standards of its awards.

1 Structure of the programmes

Qualifications

1.1

The following named qualifications are awarded under the Gender, Sexuality in Global Politics programme:

- MA Gender, Sexuality in Global Politics

The Postgraduate Diploma (PGDip) and the Postgraduate Certificate (PGCert) are awarded as Exit Qualifications only.

- Postgraduate Diploma in Gender, Sexuality in Global Politics (PGDip)
- Postgraduate Certificate in Gender, Sexuality in Global Politics (PGCert)

Qualification structure

1.2

The MA programme consists of four modules and a dissertation as follows:

- Three core modules
- One elective module derived from the list of those available
- A dissertation

Exit awards

1.3

If you are registered on the MA and are unable to complete your studies you may be eligible for an exit award. A related PGCert or a PGDip may be awarded for the successful completion of either two modules and two dissertation development stages or four modules and four dissertation development stages respectively.

2 Registration

Effective date of registration

2.1

Your effective date of registration will be:

- **1 April** if you register in March/April, of the year in which you initially register
- **1 October** if you register in September/October, of the year in which you initially register.

2.2

If your effective date of registration is:

- **1 April** this allows you to be assessed in August of the same year
- **1 October** this allows you to be assessed in February / March of the following year

Period of registration

See the [Programme Specification](#) for the minimum and maximum periods of registration applicable to these programmes.

3 Recognition of prior learning and Credit transfer

To be read in conjunction with the [General Regulations](#), Section 3.

Recognition of prior learning

Recognition of Prior Learning (RPL) is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place at the University of London, or elsewhere, before entry onto a programme of study.

3.1

Within this programme there is no provision for recognition or accreditation of prior learning.

Credit Transfer and Blended learning

3.2

You may apply to transfer to another SOAS programme. Applications will be considered by the programme convenor for the programme you are applying to.

Credits of modules already passed may be transferred. We will consider applications to transfer on an individual basis.

3.3

Blended Learning study enables you to combine distance learning study with a period of full-time study at SOAS. If you are registered on the MA degree and have been allowed to proceed to the elective modules, you may study up to **one** elective module at SOAS on an equivalent part-time basis in place of online learning modules. There will be restrictions on the availability of elective modules available for Blended Learning study.

4 Module selection

[Appendix A](#) provides details of the programme structures and module titles.

If your preferred choice of elective module is not available, you will be asked to indicate an alternative choice.

If you would like further information regarding SOAS module availability, please visit [this webpage](#).

4.1

Modules are normally run in two study sessions during the year, each comprising 16 weeks of study.

4.2

You may normally register for one module per study session, and up to two modules throughout the year.

4.3

Where you have not yet passed a module and you are registering for it again, this may be permitted in addition to the module for that study session. This will be at the discretion of the programme director.

4.4

You may apply to change your assigned module in consultation with the Programme Director up to two weeks before the start date for that module. If you have already begun studying the module your application will not be considered.

Modules from other SOAS departments

4.5

MA students may select as an elective module, a maximum of one 30 credit module offered by another SOAS distance learning programme. This will be at the discretion of the Programme Director.

4.6

If you study a module offered by another SOAS department, that module will be assessed and governed by that module's corresponding programme regulations.

5 Assessment for the programme

Assessment methods

You should refer to the [VLE](#) for submission deadlines.

5.1

Each module, excluding the Dissertation module, will be assessed by the completion of six e-tivities. E-tivity 6 will be a 4,500-5,000 word essay submitted through Turnitin.

5.2

The **Dissertation** module will be assessed by submission of a 1,500-word dissertation research proposal and the submission of a written dissertation, of approximately 15,000 words. You are required to complete the four dissertation development stages and submit both elements of assessment to complete the dissertation module.

5.3

The overall mark for the dissertation module will be based on the combined marks for the dissertation, weighted at 85%, and the dissertation research proposal, weighted at 15%.

5.4

In order to pass any module, including the dissertation module, you must achieve an overall mark of at least 50%.

Submission of e-tivities and the dissertation

5.5

Your completed e-tivities and dissertation must be submitted via the Virtual Learning Environment (VLE) no later than the submission dates given on the module timetables.

5.6

Any submission made after the published deadline will be penalised: Marks will be deducted at a rate of one mark per day up to a maximum of five marks for e-tivities submitted up to 5 days after the deadline. E-tivities will not be accepted if submitted later than 5 days after the deadline.

5.7

With each submission you must accept the No Plagiarism declaration via the online submission procedure to confirm that the completed e-tivity is all your own work (except where the terms of the e-tivity require reference to collaborating with others) and that there has been no plagiarism.

5.8

Extensions to deadline dates will usually not be granted. Extensions are only permitted in cases of mitigating circumstances, and are at the discretion of the Programme Director.

For more detail see 5.13 [Mitigating Circumstances](#).

5.9

If an assignment exceeds the word limit by the amounts specified below, we will implement the following deductions.

For **e-tivities 2, 3 and 5** for all modules, the following deductions will apply:

Excess length	Mark Deduction
Up to and including 20%	1 mark
More than 20%	It will not be marked and will be assigned a mark of zero (0)

For e-tivity 4 and e-tivity 6 for all modules, the dissertation research proposal and the final dissertation, the following schedule of deductions will apply:

Excess Length	Mark Deduction (deductions for dissertation given in parentheses)
More than 10% up to and including 20%	5 marks
More than 20% up to and including 30%	10 marks

Word count is defined as the number of words contained within the main body of the text which include: titles, headings, abstracts, summaries, in-text citations, quotations, footnotes and text boxes and tables containing primarily text.

Items excluded from the word count are: acknowledgements, tables of contents, a list of acronyms, a glossary, a list of tables or figures, and minor text within tables and figures. Reference lists/ bibliographies are also not included in the word count.

Students must provide an accurate word count on their assignment for all coursework submitted for assessment.

5.10

It is your responsibility to retain a copy of your e-tivity in the event of any electronic difficulties in its submission to, or return from, us.

5.11

We will provide you with feedback on all of your e-tivities across all of your modules.

5.12

If you are submitting a dissertation you must submit an electronic copy of the completed dissertation via the VLE, to arrive no later than the relevant submission deadline.

You are strongly advised to work with your appointed supervisor in the preparation of your dissertation. Full details of the responsibility of the supervisor, including the responsibility to review draft chapters, will be provided as part of your learning materials following registration on the dissertation module.

Mitigating Circumstances

Mitigating circumstances are any serious circumstances beyond a student's control which may have adversely affected their academic performance. For more information about mitigating circumstances, see Section 11 of the [General Regulations](#) and the [Examinations section](#) of our website.

5.13

You must bring any mitigating circumstances to our attention as soon as you become aware that your performance may be adversely affected by serious circumstances beyond your control. You should do this before the coursework or dissertation deadline date.

For details on how to submit notifications and evidence of mitigating circumstances, see [the assessment resources section of the student portal](#).

6 Number of attempts permitted at an assessment element

6.1

The maximum number of attempts permitted at e-tivity 4 and e-tivity 6 for each module is **two**.

6.2

For all other e-tivities, a third attempt may be permitted at the discretion of the Programme Director, and subject to mitigating circumstances.

6.3

You will not be permitted to resit any element of assessment which you have passed.

6.4

If you fail a module with a mark between 45-49%, you may be awarded a condoned fail and have credit awarded in the same way as for passed courses providing the mean average mark for your modules is 55% or above. Condonement may be applied if you are entering to complete the award and is granted at the discretion of the Board of Examiners.

This does not apply to the dissertation. A fail in the dissertation cannot be condoned.

6.5

If a condoned fail is awarded for one module, and on both attempts your marks are between 45-49%, the condoned fail will be awarded to the higher mark.

6.6

You may be granted a condoned fail for **one** module only in the final assessment of a degree.

6.7

If you resit e-tivity 6 for any module, your e-tivity mark will be capped at 50%.

6.8

If you resit e-tivity 4 for any module, your e-tivity mark will be capped at 7.5.

6.9

If you submit a dissertation that is otherwise adequate but requires minor amendment, the Examiners may require you to make any amendments specified by them and to re-submit the dissertation within a period of **four** weeks, unless otherwise specified by them. This is still counted as your first attempt. If the dissertation module is failed completely, you will be required to submit a new dissertation research proposal within a period of **four** weeks. Submission of the final dissertation will be required within a period determined by us, normally within six months of the submission of the new dissertation research proposal.

6.10

If you make a second attempt at the dissertation module, your mark will be capped at 50%.

7 Progression within the programme

See [Section 5](#) for method of assessment.

7.1

You are required to study the core modules in the first study sessions following your registration on the programme.

7.2

You will be expected to complete the elective modules during the subsequent study sessions. Elective modules may not all be offered at every study session and may be studied in any order.

All modules are worth 30 credits. Not all modules are offered in every session. Refer to the [SOAS website](#) for more information on module availability.

7.3

You must attempt and pass e-tivity 6 of a module before you progress to your next module. Where this is not the case, progression will only be permitted in exceptional circumstances, at the discretion of the Programme Director and Chair of the Board of Examiners.

7.4

You will not receive a module grade until all e-tivities have been submitted.

7.5

You will be expected to submit your dissertation research proposal before attempting your third elective module.

The dissertation module is presented in four development stages, which will follow each of your module sessions, and you must complete each stage to pass the dissertation. The fourth and final stage of the dissertation will include a dedicated writing-up period prior to submission of the dissertation.

7.6

If you wish to apply to suspend your study of a module we may carry forward the mark for any e-tivity already completed for that module. This will be at the discretion of the Programme Director.

8 Schemes of award

8.1

Mark range (E-tivity 6, Dissertation)	Classification
70+	Distinction
60-69	Merit
50-59	Pass
0-49	Fail

Mark range (E-tivity 4)	Classification
12+	Distinction
10-11	Merit
7.5-9	Pass
0-7.49	Fail

E-tivities 2, 3 and 5 are not classified. More details on the assessment criteria can be found in [Appendix B](#).

8.2

The maximum marks available for e-tivities 1 to 5, subject to capping as applicable, are as follows:

- E-tivity 1 – Access and Socialisation - **0**
- E-tivity 2 – Library Information retrieval - **5**
- E-tivity 3 – Literature critique (directed) - **5**
- E-tivity 4 – Essay Proposal - **15**
- E-tivity 5 – Literature critique (bespoke) - **5**

8.3

To calculate the mark for a module, excluding the dissertation, the combined marks for e-tivities 2, 3, 4 and 5, comprising 30% of the module mark, are added to the mark obtained for e-tivity 6 which is scaled to 70%.

8.4

For the dissertation module, the marks obtained for the dissertation research proposal and final written dissertation are combined to produce the overall mark for the module. The final dissertation is marked out of 100 and is scaled to account for 85% of the module grade. The dissertation research proposal is marked out of 15 and will account for the remaining 15% of the grade.

8.5

To be awarded the MA, you must have attempted and passed all four modules **and** the dissertation, with a weighted average mark of at least 50%.

8.6

To calculate the final grade, all modules, with the exception of the dissertation module, are weighted equally. The dissertation is double weighted.

8.7

In order to be considered for the award of a Merit you must normally obtain a mark of 50% or more in each module, a mark of 60% or more for the dissertation and a weighted average mark of 60% across all modules.

8.8

If you obtain a mark of 50% or more in each module but your dissertation is <2% below the required mark of 60%, the Board of Examiners may choose to award a Merit where your weighted average across all modules is 65% or higher.

8.9

In order to be considered for the award of a Distinction you must normally obtain a mark of 60% or more in each module, a mark of 70% or more for the dissertation and a weighted average of at least 70% across all modules.

8.10

If you obtain a mark of 60% or more in each module but your dissertation is <2% below the required mark of 70%, the Board of Examiners may choose to award a Distinction where your weighted average across all modules is 75% or higher.

See [Appendix B](#) for information on how to achieve a particular mark.

Exit qualifications

8.11

At the discretion of the Board of Examiners and only in circumstances where you are unable to fulfil the criteria for the MA, an exit qualification may be awarded as follows:

- **PGCert Gender, Sexuality in Global Politics** for successful completion of two modules and two dissertation development stages;
- **PGDip, Sexuality in Global Politics** for successful completion of four modules and four dissertation development stages.

8.12

Both the PGCert and PGDip Gender, Sexuality in Global Politics are provided as exit qualifications only. There is no provision for progression from the PGCert or PGDip to the MA.

8.13

If you accept a PGCert or PGDip offered under these regulations we will not permit you to register or re-register for the related MA at a later date.

8.14

PGDip's and PGCert's are awarded on a Pass/Fail basis only.

Date of award

8.15

The date of award will correspond to the year that the requirements for the award are satisfied. This will be 1 May if your final assessment was in February or 1 October if your final assessment was in August.

Appendix A – Structure of the programmes

New modules that the Programme Director deems relevant and appropriate to develop for the programme, may be introduced throughout the course of year.

An outline of the module syllabus is provided in [Appendix C](#) and further information can be found on the [SOAS course page](#).

MA Gender, Sexuality in Global Politics

Three core modules:

GDM425 Gender, Sexuality in Global Politics

GDM430 Gender and Social Inequality

GDM330 Gender Conflict and the Middle East

+

One elective module chosen from:

The modules listed below are indicative of the general electives available each year.

The modules listed below demonstrate the electives that are usually available each year.

For a complete list of current modules, please view the course information on [the SOAS website](#). If you would like to submit an enquiry regarding module options, please contact genderandmediaonline@soas.ac.uk.

All modules will be assessed according to [Section 5](#) of these regulations.

GDM435 Gender and Security in Africa

GDM115 Muslim Minorities in a Global Context

GDM145 Global Citizenship and Advocacy

GDM305 Digital Diplomacy

GDM375 Diplomacy and Power: International Actors in the Middle East

GDM365 Cultural Diplomacy

Any module from Development Studies depending on availability

+

One compulsory dissertation module:

GDM200 Dissertation

Appendix B – Assessment criteria

These guidelines reflect the standards of work expected at postgraduate level.

The following criteria will be used in determining the marks awarded for e-tivity 6, the dissertation research proposal, and the final written dissertation.

The dissertation and e-tivity 6 are marked out of 100.

The dissertation research proposal and e-tivity 4 are marked out of 15 and scaled accordingly.

Distinction 80+ / 15

A mark of 80+ will fulfil the following criteria:

- very significant ability to plan, organise and execute independently a research project or coursework assignment;
- very significant ability to evaluate literature and theory critically and make informed judgements;
- very high levels of creativity, originality and independence of thought;
- very significant ability to evaluate critically existing methodologies and suggest new approaches to current research or professional practice;
- very significant ability to analyse data critically;
- outstanding levels of accuracy, technical competence, organisation, expression.

Distinction 70-79 / 12-14

A mark in the range 70-79 will fulfil the following criteria:

- significant ability to plan, organise and execute independently a research project or coursework assignment;
- clear evidence of wide and relevant reading, referencing and an engagement with the conceptual issues;
- capacity to develop a sophisticated and intelligent argument;
- rigorous use and a sophisticated understanding of relevant source materials, balancing appropriately between factual detail and key theoretical issues. Materials are evaluated directly and their assumptions and arguments challenged and/or appraised;
- correct referencing;
- significant ability to analyse data critically;
- original thinking and a willingness to take risks.

Merit 60-69 / 10-11

A mark in the 60-69 range will fulfil the following criteria:

- ability to plan, organise and execute independently a research project or coursework assignment;
- strong evidence of critical insight and thinking;

- a detailed understanding of the major factual and/or theoretical issues and directly engages with the relevant literature on the topic;
- clear evidence of planning and appropriate choice of sources and methodology with correct referencing;
- ability to analyse data critically;
- capacity to develop a focussed and clear argument and articulate clearly and convincingly a sustained train of logical thought.

Pass 50-59 / 7.5-9

A mark in the range 50-59 will fulfil the following criteria:

- Ability to plan, organise and execute a research project or coursework assignment;
- a reasonable understanding of the major factual and/or theoretical issues involved;
- evidence of some knowledge of the literature with correct referencing;
- ability to analyse data;
- shows examples of a clear train of thought or argument;
- the text is introduced and concludes appropriately.

Fail 40-49 / 6-7.49

A Fail will be awarded in cases in which there is:

- limited ability to plan, organise and execute a research project or coursework assignment;
- some awareness and understanding of the literature and of factual or theoretical issues, but with little development;
- limited ability to analyse data;
- incomplete referencing;
- limited ability to present a clear and coherent argument.

Fail 20-39 / 3-5

A Fail will be awarded in cases in which there is:

- very limited ability to plan, organise and execute a research project or coursework assignment;
- fails to develop a coherent argument that relates to the research project or assignment;
- does not engage with the relevant literature or demonstrate a knowledge of the key issues;
- incomplete referencing;
- contains clear conceptual or factual errors or misunderstandings;
- only fragmentary evidence of critical thought or data analysis.

Fail 0-19 / 0-2

A Fail will be awarded in cases which there is:

- no demonstrable ability to plan, organise and execute a research project or coursework assignment;
- little or no knowledge or understanding related to the research project or assignment;
- little or no knowledge of the relevant literature;
- major errors in referencing;
- no evidence of critical thought or data analysis;
- incoherent argument.

The following criteria will be used in determining the marks awarded for e-tivities 2, 3 and 5 for each elective module:

5/5

- Thorough critical analysis of a range of arguments from a wide literature (e.g. considers criticisms and defences of positions discussed and provides a clear and convincing position of own view derived from this discussion)
- Concise and well-structured
- Provides original arguments (e.g. makes original connection to wider academic debates, formulates an innovative criticism/defence)
- Very clear expression

4/5

- Broad understanding of topic
- Refers to relevant wider literature
- Engagement with academic debate on topic
- Well written
- Appropriate structure
- Some critical analysis with arguments (is able to consider criticisms and defences of positions discussed)

3/5

- Relevant answer to topic
- Satisfactory understanding and broadly accurate understanding
- Proper referencing
- Clear expression

2/5

- Limited relevance to topic
- Partial/incomplete understanding
- Unclear expression
- Poor referencing

1/5

- Submitted according to instructions
- Shows basic academic skills such as locating relevant articles through appropriate search tools such Library catalogue
- Errors in understanding
- Absence of analysis

0/5

- Failure to submit in accordance with instructions

- Unable to illustrate basic academic skills in any meaningful capacity.
- Absence of understanding

Appendix C – Module Descriptions

All modules are worth 30 credits. Not all modules are offered in every session. Refer to the [SOAS website](#) for more information on module availability.

GDM425 Gender, Sexuality in Global Politics

This module is at the intersection between feminist/queer and political analysis. It prioritizes critical feminist approaches to knowledge production and feminist and queer interventions in the study of global political and socio-economic processes. The module establishes the conceptual and historical context for understanding the centrality of gender to contemporary societies and global processes and explores the continuum of gendered processes from the intimate level to the global level.

Feminist and queer interventions uncover power dynamics that are central to the liveability of bodies and serve many different purposes: political, cultural, economic. They are primarily preoccupied with the gendered, classed, and racialized component of structural violence and their ultimate unfolding at the global stage. Overall, the course takes an interdisciplinary approach. It provides a comprehensive understanding of the deployment of gender and sexuality around International Relations, International Law, conflict resolution, peace-building, political participation, human rights, development and society and thus encompasses micro, meso and macro levels of analysis.

Students will acquire theoretical and methodological tools to study gender across a range of contemporary events and spheres, including NGO-ization, Metoo, necropolitics, the rise of neoliberalism and populism, peace-building and governance. This course is predicated upon an intersectional approach that upholds the intersection of gender race, class, sexuality, ethnicity and further categories.

This module requires students to think critically about the world through the examination of the gendered aspect of cultural production, policy-making, and politics, among others. Students will gain an interdisciplinary social science foundation, that brings together theoretical grounding in gender theory, feminist approaches to knowledge production, and decolonial approaches. By engaging with a series of key debates related to gender and sexuality, the students will gain an understanding of their centrality to global politics and processes.

The course draws from the wealth of the scholarship on sex, gender, and violence. The topics covered include the continuum of violence, the gendered causes and consequences of war, women's involvement in violence, the deployment of sexuality in foreign policies. The course also includes seminal and critical policy responses and interventions addressing said violence. Readings in the module include a mix of seminal articles/work by academics from a diversity of disciplines including development reports, legal analysis and academic articles (including book chapters).

GDM430 Gender and Social Inequality

This module emphasises the importance of tracing the material conditions of possibility for various modes of oppression, and of looking for the ways in which seemingly disparate experiences of disenfranchisement intersect and work in tandem to support particular structures and hierarchies of power. It encourages a move away from static culturalist readings of gender-based oppression, particularly when it comes to the study of gender dynamics in the Global South. Instead, it encourages an analytical focus on the historical, economic and socio-political circumstances that not only allow certain inequalities to emerge but to be reproduced, linking them to the particularities of different moments and the conditions that define/defined

them. Students will be introduced to feminist theories that not only put forward explanations for gender-based oppression but for inequality more broadly, offering alternative ways of thinking about modern forms of power – who wields it, who benefits from it and who falls victim to it and why. These theories will be placed in conversation with critical work on colonialism, the state, migration, the development industry, labour, capitalism and race. It will be emphasized that in order to understand the relationship between gender and social inequality, the ‘social’ must not be taken for granted but examined as well.

Furthermore, this module strikes a balance between the theoretical and the empirical, inviting students to think through the concepts and methodologies they are exposed to in conversation with the case studies presented through core readings. Much of the literature assigned touches on the weekly themes through an engagement with the Global South, while also challenging the divide between the Global North as the epicentre of gender and sexual liberation and the remainder of the world as still beholden to patriarchy.

GDM330 Gender Conflict and the Middle East

This interdisciplinary module has two main goals:

- 1) To introduce students to the relationship between prolonged conflict/routinised socio-economic and political instability, and the development of gender and sexual norms, as well as the existence of gender- and sexuality-based oppression, in the Middle East;
- 2) To encourage a recognition of the relevance of adopting a gendered approach and a queer lens when studying war, conflict and instability more generally.

This module challenges popular articulations of Middle Eastern exceptionalism when it comes to analyses of conflict in the region, and the tendency to link regional violence and strife to culture and/or religion. It introduces students to the historical, political and economic roots behind the routinisation of instability in the Middle East, with an emphasis on the importance of thinking geopolitically.

We will explore the role that colonialism, anti-colonial struggle, post-colonial state building, neo-imperialism, securitisation, and neoliberalisation have played in the introduction and reproduction of particular gender and sexual norms, and in enabling gender- and sexuality-based violence and oppression in the Middle East. We will also explore the ways in which women and queer people in the Middle East have navigated war/violence/conflict/instability and their impact on their lives.

GDM435 Gender and Security in Africa

This module will examine how the primary functions of the sovereign state such as governance and security and the most visible manifestations of state security, war and militarism, both construct and are sustained by specific masculinities and femininities. By exploring feminist theoretical interventions on normative understandings of security, the connections between feminist knowledge production, policy influencing and praxis will be articulated. Through interactive seminars, students will develop a critical approach to gender and security through the examination of emerging approaches to thinking about safety and security by feminist movements in Africa. The role of these approaches in shifting both normative understandings of security and contributing to expanding existing feminist theories on gender and security beyond the human security framework will be explored. This module offers a unique blend of both theoretical approaches, policy interrogation and a focus on theory building from below through an emphasis on movements working on the frontline of contemporary security challenges in Africa. As the only gender and security module with a focus on Africa on offer at SOAS, this is a

bespoke introductory module for students seeking to develop a critical perspective on gender and security and African feminist interventions.

GDM305 Digital Diplomacy

This module addresses a crucial element of contemporary diplomacy and international affairs, the role of digital technologies in practices, processes and language of diplomacy. As such, it will respond to rapidly changing environments for diplomacy and international relations. It will ask whether, how and in which ways does the use of digital technologies in public diplomacy, soft power, propaganda, influence and persuasion and link these questions to trends and changes in policies and decision making. In addition, it will adopt a holistic view of processes and practices, considering how both state and non-state actors are using the expanding digital spaces and platforms and what these mean for conventional understanding of diplomacy. Students will gain an interdisciplinary social science foundation, that brings together diplomacy and media scholarship to address different perspectives on digital diplomacy. By engaging with a series of key debates related to practice and principle as they will gain an understanding of the underlying processes which are shaping societies, polities, and economies in the digital realm. The module will provide students with an overview of the key topics that they need to be acquainted with as practitioners of digital diplomacy either formally or informally. It asks students to reflect on the skills that they have and the requirements to participate in digital modes of diplomacy. The module aims to introduce students to the complexities of digital diplomacy and unpack at least some of the key issues to help them navigate their way through the digital architecture of the 21st Century. The readings in the module include a mix of seminal articles/work by academics from a diversity of disciplines as well as more contemporary policy papers, media reports and academic articles.

GDM365 Cultural Diplomacy

This module will tackle the important topic of Cultural Diplomacy, an increasingly vital component of public diplomacy and international relations. The module will investigate the role of culture as a soft power tool to be used as a solution for bridge building and international dialogue, with the consideration that the 21st Century world's challenges, such as migration, radicalization and climate change are largely culture based.

The module will address the theories of culture and diplomacy and their relationship to one another, whilst asking the questions: 'how has globalization changed the way in which diplomacy is practiced?' and 'how can the use of culture foster more effective diplomatic practices?'

The Cultural Diplomacy module will focus on a study of the key traditional building blocks of cultural diplomacy – public diplomacy, propaganda and soft power – to enable students to gain an in depth understanding of where cultural diplomacy fits within the larger international affairs arena, and to equip them with the skills they need to develop as cultural diplomacy practitioners.

Students will additionally gain an understanding of the non-state actor led practice of cultural relations and the key actors engaged in this field, including artists, citizens, NGOs, corporates and academics, allowing students to develop a well rounded academic foundation in the complex field of cultural diplomacy.

GDM375 Diplomacy and Power: International Actors in the Middle East

The Middle East has long been an area of interstate conflict and an important area for proxy conflict of global great powers as well as regional actors. This module will investigate the Diplomacy and Power politics of key regional and Global actors in the Middle East region and how they leverage these to achieve their national objectives. This module will also engage with key international organisations such as the UN and Arab League. It will focus on the region from the End of the Cold War to the present day.

GDM145 Global Citizenship and Advocacy

This module provides students with an understanding of the theories and skills that allow students to be a more effective in achieving advocacy objectives. This module demonstrates how to influence policy at the international, rather than national, level. The module equips the student to effect the policy changes necessary to meet the aims of the non-governmental and international organizations. This module focuses upon advocates who wish to achieve change at the global level, networking across national boundaries and on global issues.

GDM115 Muslim Minorities in a Global Context

This module gives students an insight into the diversity of Muslim minority communities at a time when political shifts in Muslim majority countries – such as Turkey, Afghanistan, Iran and across the MENA region – have put Muslim minorities into the spotlight and impacted upon their relationship with their host countries. The module traces the emergence and development of Muslim minorities in both Western and non-Western contexts, and examines how Muslims have forged new identities as they have negotiated their places within their host societies.

The objective of the module is to enable students to understand the interconnecting variables with respect to class, gender and regional location, as well as religious interpretation and practice, which have resulted in issues arising uniquely within different Muslim minority communities. They will consider the ways in which Muslim minorities impact national policies in non-Muslim states and engage with terms such as ‘integration’, ‘assimilation’, ‘multiculturalism’ and ‘islamophobia’ within different contexts. The course includes an historical overview of Muslim migrations, aspects of civil society, the interaction of Muslim laws and the state laws of various jurisdictions, and the role of the media in shaping Muslims’ relationship with their host environment.