

University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: The Embodiment of Social Inequality			
Code: SOCY10021	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	I Rafanell		
Summary of Module			
In this module we explore different aspects related to the embodied nature of social life and embodied individual lived experiences. Contemporary debates have established Sociology of the Body as an emergent and central topic within Social Sciences. Previously ignored, contemporary sociology has had to incorporate into its analysis of society the fact that humans are embodied beings -- it is undeniable that we, as humans, experience and act in the world, first and foremost, in and through our bodies. Central aspects of class, gender, race, ethnicity and social inequality in general will be explored in this module throughout all the lectures and seminars provided. The introductory lectures provide a general overview of the schools that emphasise the centrality of the body within sociological scholarship and why it has been neglected until recently. We introduce relevant historical and anthropological accounts which have highlighted that the body is central to human social activity and social organization. Following this a series of lectures provide a more sociological focus on the embodied aspects of social life by exploring the very important work of Michel Foucault, Judith Butler and Pierre Bourdieu. These authors have been seminal in understanding the socially constructed nature of the human body as well as highlighting the 'political' dimensions of embodied practices and dynamics of social injustice and inequality linked to the human bodies. Substantive issues around the embodiment of class identities and practices, sex and gender identities and practices and the politics of the sexual orientation are central to the work of these schools and authors. A more phenomenological approach to the embodied nature of practice and interpersonal dynamics will be explored by presenting the school of Symbolic Interactionism via the work of Goffman and how his work on 'the presentation of the self' places the body as central to social dynamics. This session is particularly directed to emphasise the role of emotions in social life and social dynamics, an area so far also rather neglected in sociological research and theory. We will explore how, our personal sense of self and social interactions with others are permeated by emotions and how			

such analysis is becoming a very important emerging area of research named the Sociology of Emotions.

We continue by introducing the wealth of research and literature linked to a Sociology of the Body which been particularly influential in guiding substantive empirical research on different areas highlighting the centrality of embodied forms of social dynamics. We provide insights into such research by focusing on a particular branch of sociology of the body in the guise of the important and emerging school of Sociology of Sport. This substantive area of research is complemented with a session on how a particular sport practice such as Karate can be fruitfully analysed in terms of the embodied emphasis provided in the previous sessions.

Underlying the sociological exploration of the body in this module there is a two-fold approach. One, it critically analyses two central binary oppositions within social sciences, those of nature/society and structure/individual. Two, it highlights and explores the significance and centrality of embodied forms of social life and individuals' practices underpinning dynamics of social inequality.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid0	Work-Based Learning
☒	☐	☐	☐	☐	☐

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:	
L1	Become familiar with the major sociological schools that analyse the body in contemporary society. This debate is intimately linked with a discussion and understanding of current narratives around the nature/culture divide.
L2	Be able to assess, in the light of this theory, the effects of assumptions about the body in specific areas of social life in general and in particular in relation to social difference and social inequality.
L3	Gain familiarity with, and capacity to critically analyse, different social schools that highlight the relationship between the body, identity and social power.
L4	Develop a sociological imagination by connecting apparently impersonal theoretical analysis to aspects of personal life.
L5	Develop the capacity to explore, in written work, group discussion and oral presentation, this relationship between theory and substantive issues.
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 10 Gaining a broad knowledge and understanding of the significance of the body and its impact on social life; develop an understanding of the conventional and historical emergence of sociological accounts of the body; develop analysis and the development of awareness of the role of the body in society.
Practice: Applied Knowledge and Understanding	SCQF Level 10 Being able to interpret, explain and critically analyse complex analytical terms and theoretical perspectives which will become a valuable tool and ground base for future substantive and empirical endeavours. Interpreting, explaining, critically analyse and debate complex theoretical terms and ideas. Developing and presenting a coherent analysis of the arguments, explanations and prescriptions of major sociological views of a topic relevant to many areas of social policy and teaching practices. Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources
Generic Cognitive skills	SCQF Level 10

	Giving coherent and reasoned arguments and opinions, identifying the strengths and weaknesses of different substantial topics and theoretical analysis. Evaluate, criticize and debate, in oral and written form, specific theoretical position and analytical arguments relevant to the discipline. Become familiar with, adopt and use academic and conceptual terminology useful and transferable to a variety of different academic disciplines and jobs	
Communication, ICT and Numeracy Skills	SCQF Level 10 Communicating effectively and appropriately in speech and writing. Interpreting complex theoretical and substantial data and material. To present documents in an appropriate form.	
Autonomy, Accountability and Working with others	SCQF Level 10 Developing an independent capacity of learning, retrieving information from library resources, electronic resources and tutoring facilities. Developing an independent responsibility for personal time management, learning needs and dynamics, addressing their own needs and strengths and demanding support when necessary. Develop the capacity to explore, in written work, group discussion and oral presentation, this relationship between theory and substantive issues	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact

	hours and hours spent on other learning activities)
Lecture/Core Content Delivery	18
Tutorial/Synchronous Support Activity	18
Independent Study	164
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Boero, N. & Mason, K. (2019). The Oxford Handbook of the Sociology of Body and Embodiment. Oxford: Oxford University Press Cregan, K. (2006) The Sociology of the body: mapping the abstraction of embodiment. London: Sage Demello, M. (2014) Body Studies. An Introduction. New York: Routledge. Fraser, M. & Greco, M. (Eds) (2005) The Two Bodies. In The body: a reader. Abingdon: Routledge. Howson, A. (2004) The Body in Society. An Introduction. Cambridge: Polity Press. Petersen, A. (2007) The Body in Question. A Socio-Cultural Approach. London: Routledge. Shilling, C. (2005) The Body and Social Theory. London: Sage. (Printed copy in the library) Shilling, C (2007) Sociology and the body: classical traditions new agendas. In Embodying Sociology: Retrospect, Progress, and Prospects. Malden Blackwell Price, J. and Shildrick, M. (Ed) (1999) Feminist Theory and the Body. Edinburgh: Edinburgh University Press.	
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)	
Attendance and Engagement Requirements	
In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. For the purposes of this module, academic engagement equates to the following:	

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link:

<http://www.uws.ac.uk/current-students/rights-andregulations/regulatory-framework/>

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Social Sciences
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	UG Social Sciences
Moderator	C MacLean
External Examiner	R Ryder
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Module pass criterion

A minimum overall combined mark of 40% is required with no less than 30% being achieved in any individual component. The final mark is calculated by multiplying your embodied reflection mark by 0.3 and your Open Book Essay by 0.7 and adding the two together.

Assessment 1: Open Book Essay.

The first assignment will consist in an Open Book Essay. Students will have 5 days to answer 2 of 4 essay-style questions which will be provided at the start of the week on the day and an hour earlier of 24 hour time period. As this is an open-book type of essay, students are able to consult and draw on their own collected materials (readings, notes, lectures slides) in addressing the chosen questions. Each answer can be up to 800 words approximately but no more.

Assessment 2: Embodied reflections.

Students should submit a single word document containing two 500-word reflections on their own experiences of embodiment in reflection to the theories developed in this module. This assessment aims to enable students to reflect on, analyse and understand their own experiences in relation to theoretical work on embodiment. It also enables students to practice their sociological 'imagination' and to link structural and societal factors to individual practice and agency.

Assessment 1 – **Open Book Essay (70%)**

Assessment 2 – **Embodied Reflexion essay (30%)**

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Time table d Contact Hours
Open essay test (written) ✓	✓	✓	✓	✓	✓	70	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Time table d Contact Hours
Reflective essay (written)	✓	✓	✓	✓	✓	30	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Time table d Contact Hours
Combined Total for All Components						100%	0

Change Control:

What	When	Who
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Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)