

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module:</b> Capitalism, Culture & Celebrity			
<b>Code:</b> SOCY09036	<b>SCQF Level: 9</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points:</b> 20	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	C Brick		
<b>Summary of Module</b>			
<p>Celebrity culture has become a pronounced feature of modern societies. This module aims to critically examine the emergence of celebrity as both a product and process of contemporary consumer capitalism. Drawing upon a range of sociological perspectives the module places emphasis upon understanding celebrity as 'text' through which significant social, ideological transformations and contradictions (for example modernity/postmodernity; local/global; production/consumption; public/private) can be understood and evaluated.</p> <p>Students will consider changes in the construction, role, and function of celebrity through examining a range of case studies, historical and contemporary in nature (for example the emergence of Hollywood star system through to the 'postmodern' rise of Reality TV, You Tube), and drawn from a range of popular cultural forms such as film, television, popular music, literature, the internet, sport and politics. Furthermore, students will engage in examining the ways in which the social construction of celebrity corresponds, contradicts, resists or reproduces epochal forms of the capitalist mode of production - the modern industrial era, the post-industrial era, and postmodern (global) consumer era.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>
The module will <b>normally</b> 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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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**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	Have a critical understanding of the main theoretical arguments and debates concerning celebrity and its cultural contexts
L2	Develop and demonstrate analytical skills in order to critically examine public debate about celebrity.
L3	Develop research skills in relation to a range of academic and public debates concerning celebrity and contemporary culture.
L4	
L5	

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<b>SCQF Level 9</b> A broad understanding of theoretical and conceptual debates about celebrity and its cultural contexts.  Specific knowledge about public debates concerning celebrity and contemporary culture.
Practice: Applied Knowledge and Understanding	<b>SCQF Level 9</b> Analysing key concepts surrounding celebrity and reviewing secondary sources to critically examine public debates about celebrity.
Generic Cognitive skills	<b>SCQF Level 9</b> Analysing academic and policy documents and interpreting issues relating to celebrity and contemporary culture.
Communication, ICT and Numeracy Skills	<b>SCQF Level 9.</b> Present complex arguments and data in seminars settings; engage in critical debate about celebrity; word process; use the internet for

	research purposes; write essays and undertake critical analysis of contemporary debates concerning celebrity and contemporary culture.	
Autonomy, Accountability and Working with others	<b>SCQF Level 9</b> Demonstrate a capacity for independent research using internet and library sources of data.  Demonstrate a capacity for time management in meeting formal deadlines for the submission of written work.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Barron, L., (2014) *Celebrity Cultures: An Introduction* (London: SAGE)

Elliot, E., (ed.) (2018) *Routledge Handbook of Celebrity Studies* (London: Routledge Taylor & Francis)

Redmond, S et al (2007) *Stardom and Celebrity: A Reader* (London: Sage)

(\*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:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

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-and-regulations/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..

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

[UWS Equality and Diversity Policy](#)

(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

<b>Divisional Programme Board</b>	Social Sciences
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	UG Social Sciences
<b>Moderator</b>	A Amini
<b>External Examiner</b>	R Ryder
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	

#### Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 Written Assessment

Assessment 2 Class Test

(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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Written Assessment	✓	✓				50	

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Class Test			✓			50	

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template		
Updated contact hours		
Updated Student Attendance and Engagement Procedure		
Updated UWS Equality, Diversity and Human Rights Code		
Guidance Note 23-24 provided		
General housekeeping to text across sections.		

Version Number: MD Template 1 (2023-24)