Title of Module: Capitalism, Culture & Celebrity			
Code: SOCY09036	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	C Brick		

Summary of Module

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.

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.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
X					

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus
Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	

Learning Outcomes: (maximum of 5 statements)

On successful completion 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.

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 9. 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	SCQF Level 9. Analysing key concepts surrounding celebrity and reviewing secondary sources to critically examine public debates about celebrity.
Generic Cognitive skills	SCQF Level 9. Analysing academic and policy documents and interpreting issues relating to celebrity and contemporary culture.
Communication, ICT and Numeracy Skills	SCQF Level 9. 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	SCQF Level 9. 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.
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	
Student contact will take place through ten lectures and six seminars, all delivered in person, on campus, supported by engagement through the module's virtual learning environment (AULA site). Students will be encouraged to develop reading, writing and analytical skills through engagement with a variety of sources and academic texts relating to the subject area. There will be a requirement for independent study in terms of seminar preparation and the written assessments. Students will be provided with comprehensive reading materials and will be required to pursue directed and independent reading on a weekly basis.	
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	24
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	0
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: Elliot, E., (ed.) (2018) Routledge Handbook of Celebrity Studies. London: Routledge/Taylor & Francis   Barron, L., (2014) Celebrity Cultures: An Introduction. London: SAGE   Redmond, S et al (2007) Stardom and Celebrity: A Reader (London:Sage)   Marshall, DP (2006) The Celebrity Culture Reader (London: Routledge)
(**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)
Engagement Requirements
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/

Supplemental Information

Programme Board	Social Sciences
Assessment Results (Pass/Fail)	No
Subject Panel	UG Social Sciences
Moderator	B Amini
External Examiner	R Ryder
Accreditation Details	
Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Component 1   Essay (50%)
Component 2   Class Test (50%)
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	**50%**	

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class Test	✓	✓	✓	50%	

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes. 2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
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)