



Module Descriptor

Title	Capitalism. Culture & Society		
Session	2025/26	Status	
Code	SOCY09036	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and 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	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London	<input type="checkbox"/> Online / Distance Learning	

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

		<input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Other (specify)
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/> Term 3 <input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/> Term 3 – Term 1 <input type="checkbox"/>

Learning Outcomes	
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	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF 9</p> <p>A broad understanding of theoretical and conceptual debates about celebrity and its cultural contexts.</p> <p>Specific knowledge about public debates concerning celebrity and contemporary culture.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 9</p> <p>Analysing key concepts surrounding celebrity and reviewing secondary sources to critically examine public debates about celebrity</p>
Generic Cognitive skills	<p>SCQF 9</p> <p>Analysing academic and policy documents and interpreting issues relating to celebrity and contemporary culture</p>
Communication, ICT and Numeracy Skills	<p>SCQF 9</p> <p>SCQF Level 9.</p> <p>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.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 9</p> <p>Demonstrate a capacity for independent research using internet and library sources of data.</p> <p>Demonstrate a capacity for time management in meeting formal deadlines for the submission of written work.</p>

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

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 (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Please select	164
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Barron, L., (2014) <i>Celebrity Cultures: An Introduction</i> (London: SAGE) Elliot, E., (ed.) (2018) <i>Routledge Handbook of Celebrity Studies</i> (London: Routledge Taylor & Francis) Redmond, S et al (2007) <i>Stardom and Celebrity: A Reader</i> (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 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](#).

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

Divisional Programme Board	Social Sciences
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	UG Social Sciences
Moderator	R Gordon

External Examiner	R Ryder
Accreditation Details	ACCA
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Assessment
Assessment 2
Class Test
Assessment 3
(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.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Written Assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Class Test	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
New template, no changes for 25/26	mar 25	C Brick
