

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module:</b> Art, Culture & Society			
<b>Code:</b> SOCY09059	<b>SCQF Level: 9</b> <b>(Scottish Credit and Qualifications Framework)</b>	<b>Credit Points:</b> 20	<b>ECTS: 10</b> <b>(European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	C Brick		
<b>Summary of Module</b>			
<p>This module will introduce students to the study of art and culture from a social science perspective. Students will engage with and critically evaluate theories and models that examine the contested concepts of art and culture and the different ways in which these concepts are defined. Learners will examine the ways in which art and culture are produced and consumed and how they are shaped by and are functions of the social world. A focus will be placed on the social, economic and political nature of art and culture, both historically and in the contemporary context, and learners will be encouraged to develop a reflexive understanding of the lived experience of art and culture.</p> <p>As a broad introduction to the module, the first section will introduce learners to the concepts of art and culture, considering their contested nature, and extending learners' understanding of the production and consumption of art and culture. It will consider the concepts of fine and popular art and high and popular culture, examining the ways in which these concepts have been constructed and how society has been stratified along lines of artistic and cultural engagement.</p> <p>The second section will critically examine the influence of classical and contemporary theorists whose work has been instrumental in examining and exploring the field of art and culture. A key focus will be placed on the social, economic and political nature of art and culture, both historically and in the contemporary context.</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 checked="" type="checkbox"/>	<input 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"/>	New College Lanarkshire

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" 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	Demonstrate a critical understanding of key theoretical approaches to the study of art and culture
L2	Critically analyse and evaluate theoretical positions, concepts and issues relating to the contested nature of the study of art and culture.
L3	Communicate complex ideas and concepts relating to the evaluation of art and culture in appropriate audio/visual or written form
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

### 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)	<p><b>SCQF Level 9</b></p> <p>Demonstrating a broad and integrated knowledge and understanding of art and culture and the way in which the concepts of art and culture are socially constructed;</p> <p>Demonstrating a critical understanding of a range of theoretical perspectives and approaches relating to the social scientific engagement with art and culture.</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 9</b></p> <p>Retrieving, interpreting, employing and referencing specialized knowledge and information from a variety of primary and secondary sources which examine engagement with art and culture in the social sciences;</p> <p>Conceiving, developing and producing a substantial piece of written</p>

	work evaluating some key aspects of theoretical approaches to the study of art and culture.	
<b>Generic Cognitive skills</b>	<b>SCQF Level 9</b> Developing reasoned argument, synthesising relevant information and exercising critical judgement in the analysis of complex theoretical theories and perspectives;	
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF Level 9</b> Communicating complex ideas effectively and fluently, visually, orally and in writing through the assessment mechanisms of the electronic presentation  Making effective use of information retrieval systems and using information technology applications to research assessment material.	
<b>Autonomy, Accountability and Working with others</b>	<b>SCQF Level 9</b> Exercising autonomy and initiative while developing the capacity for independent 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>

<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	26
Tutorial/Synchronous Support Activity	10
Independent Study	164

	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Hanquinet, L &amp; Savage, M (eds.) (2015) Routledge International Handbook of the Sociology of Art &amp; Culture (Routledge)</p> <p>Tanner, J (2003) The Sociology of Art. A Reader (Routledge)</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
<p>(**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)</p>	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>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: <a href="#">Academic engagement procedure</a></p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:</p> <p>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.</p>	
<b>Equality and Diversity</b>	
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</p> <p>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</p>	

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>	Social Sciences
<b>Moderator</b>	B 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

(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	✓	✓	✓			100	

<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>

<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>

**Version Number: MD Template 1 (2023-24)**