

<b>Title of Module: The Embodiment of Social Inequality</b>			
<b>Code: SOCY10021</b>	<b>SCQF Level: 10</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	I Rafanell		
<b>Summary of Module</b>			
<p>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.</p> <p>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.</p> <p>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. Substantive issues around the embodiment of class, gender and sexual orientation are central to the work of these schools and authors.</p> <p>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.</p> <p>We continue by introducing the wealth of research and literature linked to a Sociology of the Body which has emerged in Britain recently. The British Sociology of the Body has 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 focussing on a particular branch of sociology of the body in the guise of the important and emerging school of Sociology of Sport.</p> <p>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.</p>			
<b>Module Delivery Method</b>			

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> 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</p> <p><b>Fully Online</b> 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.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

Campus(es) for Module Delivery						
The module will <b>normally</b> 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)
<p>On successful completion of this module the student will be able to:</p> <p>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.</p> <p>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.</p> <p>L3. Gain familiarity with, and capacity to critically analyse, different social schools that highlight the relationship between the body, identity and social power.</p> <p>L4. Be able to critically reflect on their own experiences with the body in contemporary contexts.</p>
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>SCQF Level 10. Understanding complex analytical terms and theoretical perspectives within sociology of the body.</p> <p>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.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10. Be 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.</p> <p>Interpreting, explaining, critically analyse and debate complex theoretical terms and ideas.</p> <p>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.</p> <p>Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources.</p>
Generic Cognitive skills	<p>SCQF Level 10. Giving coherent and reasoned arguments and opinions, identifying the strengths and weaknesses of different substantial topics and theoretical analysis.</p> <p>Evaluate, criticize and debate, in oral and written form, specific theoretical position and analytical arguments relevant to the discipline.</p> <p>Become familiar with, adopt and use academic and conceptual terminology useful and transferable to a variety of different academic disciplines and jobs.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 10. Communicating effectively and appropriately in speech and writing.</p> <p>Interpreting complex theoretical and substantial data and material.</p> <p>To present documents in an appropriate form.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 10. Developing an independent capacity of learning, retrieving information from library resources, electronic resources and tutoring facilities.</p> <p>Developing an independent responsibility for personal time management, learning needs and dynamics, addressing their own needs and strengths and demanding support when necessary.</p> <p>Develop the capacity to explore, in written work, group discussion and oral presentation, this relationship between theory and substantive issues..</p>

<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>	
This module's teaching is based on the principle of being as accessible and inclusive as possible. This means that the module will be delivered via: Online recorded lectures and two hour face to face on campus seminars.	
<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	12
Tutorial/Synchronous Support Activity	24
Independent Study	164
	200 Hours Total
<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:	
Boero, N. & Mason, K. (2019). The Oxford Handbook of the Sociology of Body and Embodiment. Oxford: Oxford University Press (being processed to get an e-copy for the library)	
Demello, M. (2014) Body Studies. An Introduction. New York: Routledge. (Only available in print copy in the library)	
Petersen, A. (2007) The Body in Question. A Socio-Cultural Approach. London: Routledge.	
Cregan, K. (2006) The Sociology of the body: mapping the abstraction of embodiment. London: Sage	
Fraser, M. & Greco, M. (Eds) (2005) The Two Bodies. In The body: a reader. Abingdon: Routledge. (An excellent compilation of the most significant authors in the field. Browse it!)	
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	

Howson, A. (2004) *The Body in Society. An Introduction*. Cambridge: Polity Press.

Price, J. and Shildrick, M. (Ed) (1999) *Feminist Theory and the Body*. Edinburgh: Edinburgh University Press. (Only in paper version available in the library)

(\*\*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-andregulations/regulatory-framework/>

### Supplemental Information

<b>Programme Board</b>	Social Sciences
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	UG Social Sciences
<b>Moderator</b>	C MacLean
<b>External Examiner</b>	R Ryder
<b>Accreditation Details</b>	
<b>Version Number</b>	

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

Open Book Essay (70%)

Embodied Reflections (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 Handbook.)

### Assessment Outcome Grids (Footnote A.)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (% of Assessment Element)	Timetabled Contact Hours
Class test (written)	✓	✓	✓		70	0
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (% of Assessment Element)	Timetabled Contact Hours
Reflective Writing		✓		✓	30	0
<b>Combined Total For All Components</b>					100%	

#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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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)