1. **KentVision Code and Title of the module**

SOCI6760 (SO676) Cultures of Embodiment

1. **Division or partner institution which will be responsible for management of the module**

Division for the Study of Law, Society and Social Justice (School of Social Policy, Sociology and Social Research)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) and Spring term (term 2)

1. **Prerequisite and co-requisite modules and/or module restrictions**

None

1. **The courses of study to which the module contributes**

BA Cultural Studies and Media and associated courses

BA Sociology and associated courses

Available as an ‘elective’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate a systematic understanding of how culture shapes human bodies and embodied relationships.

8.2 Articulate how the body constitutes a basis for the creation, reproduction and transformation of culture.

8.3 Demonstrate a systematic understanding of the relationship between the body and self-identity in the contemporary era.

8.4 Apply a systematic understanding of some of the major theories which have explored the relationship between embodiment and society.

8.5 Demonstrate a coherent and detailed understanding of how the culturally patterned body is implicated in the construction, maintenance, and reproduction of social inequalities.

8.6 Demonstrate a systematic understanding of the area of ‘body pedagogics’.

8.7 Demonstrate a critical understanding of the relationship between the culturally patterned body and different modes of experience.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Understand and critically evaluate the main dimensions of theoretical approaches towards the subjects under investigation.

9.2 Integrate diverse sources of cultural analysis and information and produce distinctive, coherent and detailed knowledge.

9.3 Critically analyse case studies with the assistance of interdisciplinary resources.

9.4 Think clearly about reading material including scholarly and primary resources and discussion and critically evaluate and express arguments informed by the literature in a variety of settings to different audiences.

9.5 Undertake independent accurate investigation and description, and develop logical arguments based on a critical understanding of the literature and express these arguments effectively to a variety of audiences and/or using a variety of methods.

1. **A synopsis of the curriculum**

Images of ‘trim, taut and terrific’ bodies surround us in contemporary consumer culture. They look down on us from billboards, are increasingly central to advertisers’ attempts to sell us clothes, cosmetics, cars, and other products, and pervade reality television programmes based on diet, exercise and ‘extreme’ makeovers. These trends have occurred at the same time that science, technology, genetic engineering and medicine have achieved unprecedented levels of control over the body: there are now few parts of the body which cannot be remoulded, supplemented or transplanted in one way or another. In this course we explore how culture represents and shapes bodies, and also examine how embodied subjects are themselves able to act on and influence the culture in which they live. We will seek to understand the relationship between the body and self-identity, embodiment and inequalities, and will explore various theories of the body. In doing this we range far and wide by looking at such issues as work, music, sex/gender, cyberbodies, Makeover TV, film, transgender, sport, music, work and sleep. Embodiment is the enduring theme of this course, though, and we will explore its many dimensions via a range of disciplinary and interdisciplinary perspectives, and by asking and addressing a range of questions such as ‘How and why has the body become increasingly commodified?’, ‘Why has the body become increasingly central to so many people’s sense of self-identity?’, ‘If we live in a culture that has been able to intervene in the sizes, shapes and contents of the body like never before, have people have become less sure about what is ‘natural’ about the body, and about how we should care for and treat our bodily selves?’.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Fraser M & Greco M (eds) (2005) *The Body. A Reader*. London: Routledge

Shilling, C. (2016) *The Body. A Very Short Introduction*. Oxford: Oxford University Press.

Shilling C (3rd edn. 2012) *The Body and Social Theory.* London: Sage

Shilling C (2005) *The Body in Culture, Technology and Society*. London: Sage

Shilling C (2008) *Changing Bodies.* London: Sage

Smith, J. (2017) *Embodiment. A History*. Oxford: Oxford University Press

Thomas H & Ahmed J (eds) (2004) *Cultural Bodies.* Oxford: Blackwell

1. **Contact hours**

Total contact hours: 44

Private study hours: 246

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Coursework - Essay 1 (2250 words) - 25%

Coursework - Essay 2 (2250 words) - 25%

Examination (2 hours) - 50%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X | X | X | X |  |  |  | X |
| Seminars | X | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | X | X | X | X | X | X | X | X | X | X | X | X |
| Essay 2 | X | X | X | X | X | X | X | X | X | X | X | X |
| Exam | X | X | X | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division/School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The discussion and application of the module topics is undertaken in an international context and emphasises international comparative study. The range of generic skills which will be developed are applicable to international contexts and the specific skills have international relevance.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 14/01/20 | Major | Sep 20 | 10, 11, 13, 14 | No |
| 0/2021 EAP | Minor | September 2021 | 9, 13, 14 | No |