1. **Title of the module**

SOCI7420 (SO742) - Emotion, Media and Culture

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

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**

15 credits (7.5 ECTS)

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

Autumn term (term 1) or Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

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

Cultural Studies and Media BA

Cultural Studies joint honours bachelor degrees

Sociology BA

Sociology joint honours bachelor degrees

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

8.1 The relationships between emotion, media and culture in the contemporary era

8.2 Critical approaches to theorising emotion, affect and feeling in interdisciplinary Cultural Studies.

8.3 How emotions are mediated through a range of cultural forms, processes and technologies.

8.4 How, and with what potential implications, personal feelings are linked to social norms and structural relations of power.

8.5 How universal and binary frameworks for interpreting emotions and affective practices might be critiqued.

8.6 The affective nature of contemporary political and ideological processes and the role of media in such processes.

8.7 The relationships between emotion, affect and contemporary social projects and movements*.*

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 Interrogate and integrate diverse sources of sociological, cultural and media analysis and information and produce distinctive knowledge

9.3 Analyse case studies with the assistance of interdisciplinary resources

9.4 Think critically about reading material and discuss and express arguments informed by the literature in a seminar setting

9.5 Undertake accurate investigation and description, and develop logical arguments based on an understanding of the literature and express these arguments clearly in a written format

9.6 Work cooperatively with others in seminar groups

1. **A synopsis of the curriculum**

This module invites students to explore the critical links between emotion, media and culture in the context of contemporary cultural, socio-political and economic relations. It examines what is meant by ‘the affective turn’ within the humanities and social sciences and introduces students to a range of interdisciplinary literatures concerned with theorising the cultural politics of emotion and the mediation of affect. Through various case studies and examples, the module investigates how social, cultural and media theorists have addressed the relationships between emotion, affect, power and identity in the context of postcoloniality, multiculturalism, neoliberalism and various social justice movements. Attending to contemporary cultural debates concerning happiness, empathy, hope, fear, hate, disgust and melancholia, it explores how personal feelings are linked to social norms and power structures and considers how we might disrupt an assumed division between ‘good’ and ‘bad’ emotions. The module explores how emotions, feelings and affects are produced, mediated and circulated through a range of cultural forms, practices and technologies, paying particular attention to the role of film, television, news media, digital culture, literature and popular science.

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

Ahmed, S. (2004) *The Cultural Politics of Emotion* (Edinburgh: Edinburgh UP).

Boler, M. (1999) *Feeling Power: Emotions and Education* (London: Routledge).

Chouliaraki, L. (2006) *The Spectatorship of Suffering (*London: Sage).

Greco, M. and Stenner, P. (2008) *Emotions: A Social Science Reader* (London: Routledge).

Skeggs, B. and Wood, H. (2012) *Reacting to Reality Television: Performance, Audience and Value* (Abingdon: Routledge).

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Coursework - Assignment (2500 words) – 40%

Coursework - Portfolio (2500 words) – 50%

Coursework - Seminar participation – 10%

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 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X |  | X |  |
| Lectures | X | X | X | X | X | X | X | X | X | X |  |  |  |
| Seminars | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assignment- 2500 words | X | X | X | X | X | X | X | X | X | X | X | X |  |
| Portfolio – 2500 words | X | X | X | X | X | X | X | X | X | X | X | X |  |
| Seminars | X | X | X | X | X | X | X |  |  |  | X |  | X |

1. **Inclusive module design**

The 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 analysis of the module topics are undertaken in an international context. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

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**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) |
| January 2015 | N/K | September 2015 | N/K | N/K |
|  |  |  |  |  |

Revised FSO Feb 2018