1. **Title of the module**

Stars and Celebrity Culture

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

School of Arts

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 ECT credits

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

Autumn or Spring

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

None

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

BA Film and associated programmes

BA Media Studies and associated programmes

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

8.1. Demonstrate understanding of the key concepts in approaches to stardom and celebrity

8.2. Evaluate critically the specific historical contexts that led to the emergence of movie stardom

8.3. Analyse the critical and historical differences between stardom and celebrity

8.4. Analyse the roles played by a variety of stakeholders in the construction of stardom and celebrity: fans, audiences, performers, employers, and the media

8.5. Display comprehension of the relationship between the star and the celebrity, and relate these to their political, social, historical and geographic contexts

8.6. Understand the role of technology in the creation, dissemination and mediation of the star and celebrity image

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

9.1. Employ developed skills in historical and critical enquiry, analysis and interpretation

9.2. Examine and debate a variety of conceptual approaches

9.3. Organise and use specific analytical arguments

9.4. Scrutinise texts and selectively apply critical and theoretical ideas to them

9.5. Express their own ideas clearly to a variety of audiences and/or using a variety of methods

9.6. Experience both teamwork and working alone to organise their private research

1. **A synopsis of the curriculum**

This module examines the concepts of stardom and celebrity. Often used as synonyms, the two terms in fact relate to different types of media constructs. The module will consider the history of the rise of stardom within the Hollywood context, exploring how the establishment of ‘the star’ became an integral part of the industry. Students will examine the ‘star system’ and its relationship to a range of topics which may include: performance; genre; the representation of gender and gendered bodies; audiences and fan studies; stars within dominant cultures and subcultural groups; and acting as labour. The topic will be illuminated through the analysis of key theoretical texts – many of which laid the foundations for star studies within film, media and cultural studies – as well as via opportunities for students to explore primary sources, such as movie magazines. The module also traces how the stardom industry described above became a component within a larger network of celebrity culture. Often characterised as a more contemporary phenomenon, the notion of ‘celebrity’ incorporates prominent figures in the public eye to whom the extension of fame is not necessarily based on any specific skill, talent or achievement. The module explores this context in conjunction with the apparent decline of the dominance of Hollywood stars, as a variety of mediated identities are promoted, consumed and commodified within diverse media landscapes. Using scholarship from within the interdisciplinary field of celebrity studies, students analyse how celebrities can take on many forms including actors, TV personalities and influencers, using different media platforms such as film, television, online streaming and social media. The importance of media technologies within both the study of stars and celebrity culture is stressed throughout the course.

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

deCordova, Richard. 2001. *Picture Personalities: The emergence of the star system in America*. Urbana and Chicago: University of Illinois Press.

Dyer, Richard. 1976. *Stars*. London: BFI Publishing.

McDonald, Paul. 2014. *Hollywood Stardom*. Chichester: Wiley.

Schickel, Richard. 1985. *Intimate Strangers: The culture of celebrity in America*. New York: Ivan R.Dee Publishers.

Selected issues of *Celebrity Studies*. Routledge.

Turner, Graeme. 2004. *Understanding Celebrity*. London: Sage.

Williamson, Milly. 2016. *Celebrity: Capitalism and the Making of Fame*. Chichester: Wiley.

1. **Learning and teaching methods**

Total Contact Hours: 45

Independent learning hours: 255

Total number of study hours: 300

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

Essay (40%)

Digital portfolio (60%)

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 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** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Screenings |  | **X** | **X** |  | **X** | **X** | **X** |  |  | **X** |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** |  | **X** |  |  | **X** | **X** | **X** | **X** | **X** | **X** |
| Digital Portfolio | **X** |  | **X** | **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**

Students will examine examples of stars and celebrities from a range of cultures in conjunction with diverse secondary literature. Students will also have the opportunity to explore further diverse celebrity cultures of their volition for the assessment.

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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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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