

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	The Body and Popular Culture
2	Module Code:	MCLT33208
3	Credit Points:	20
4	Duration:	Year Long
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	November 2008

### 8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	MCLT20112	Theorising Media and Culture

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
		FT	MCLT101	BA (H) Media
		PT	MCLT102	BA (H) Media
		FT	HUMA007	BA (H) Communication & Society and Media
		FT	HUMA015	BA (H) English and Media
		FT	HUMA022	BA (H) European Studies and Media
		FT	HUMA032	BA (H) Global Studies and Media
		FT	HUMA037	BA (H) History and Media
		FT	HUMA041	BA (H) Linguistics and Media
		FT	HUMA043	BA (H) Media and International Relations
		FT	HUMA044	BA (H) Media and Philosophy
		SW	MODL013	BA (H) French and Media
		FT	EURX003	European Exchange (Full Year)
		FT	INTX003	International Exchange (Full Year)

### 10 Overview and aims

How is the body represented in popular culture? How might we understand and analyse the various meanings surrounding the body across a range of media and cultural forms? This module sets out to explore these questions. In recent years, there has been a growing literature on the body produced within cultural theory, media studies and sociology. The first part of this module examines this literature, identifying the key theoretical approaches, historical perspectives and critical issues which emerge from it. Drawing on these ideas, the second part of the module undertakes a series of case studies, interrogating the particular ways in which the body is addressed and located within the broad field of popular culture, from fashion to sport, from adverts to pornography.

The principal aims of the module are:

- To introduce the key theoretical approaches and historical perspectives which inform a cultural analysis of the body.
- To explore a range of key issues (such as pleasure, social order, class, gender) which are central to such forms of analysis.
- To introduce students to a range of case studies where representations of the body in popular culture can be interrogated.
- To encourage a critical analysis of the various meanings of the body across a range of media and cultural forms.

## 11 Module content

The module is divided into two blocks:

### Block A: Theories, histories and critical issues

This block examines some of the principal theoretical approaches to the body, exploring, for example, the work of Elias, Bourdieu, Bakhtin, Freud and Butler. It will apply these approaches to different historical representations of the body (for example, the classical body, the grotesque body and the commodified body). It will also interrogate some of the principal issues which arise when we examine the ways in which the body is addressed and located within popular culture (for example, pleasure; class, age, gender, sexuality and ethnicity; social order; health, disease and disability).

### Block B: Case studies

This block will undertake a series of case studies, drawing on and developing the material explored in Block A. These case studies might include: fashioning the gendered body; clothing and everyday life; beauty routines and regimes; the beauty industry; lifestyling masculine bodies; reading celebrity bodies; dieting, food and the body; gym culture; pornography; mad bodies and the city; representations of disability; the body in consumer culture; cyborgs; body modification; dance and popular culture.

## 12 Indicative reading

Aaron, M. (ed.) (1999) *The Body's Perilous Pleasures: dangerous desires and contemporary culture*, Edinburgh: Edinburgh University Press.  
 Entwistle, J. (2000) *The Fashioned Body*, Cambridge: Polity.  
 Fraser, M. and Greco, M. (eds) (2005) *The Body: a reader*, London: Routledge.  
 Hargreaves, J. and Vertinsky, P. (eds) (2007) *Physical Culture, Power and the Body*, London: Routledge.  
 Lupton, D. (1996) *Food, the Body and the Self*, London: Sage.  
 Nixon, S. (1996) *Hard Looks: masculinity, spectatorship and contemporary consumption*,

London: UCL Press.  
 Scott, L. (2005) *Fresh Lipstick: redressing fashion and feminism*, New York: Palgrave Macmillan.  
 Shilling, C. (2003) *The Body and Social Theory* (2<sup>nd</sup> edn), London: Sage.  
 Turner, B.S. (1984) *The Body and Society*, Oxford: Blackwell.

### 13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Demonstrate an advanced critical understanding of the key theoretical approaches used to develop an analysis of the body in popular culture.
- Demonstrate an advanced critical understanding of the principal issues which arise from these forms of analysis.
- Demonstrate an advanced critical ability to explain, evaluate, apply and synthesise theoretical ideas.
- Demonstrate an advanced critical ability to analyse and interrogate representations of the body in an informed and sophisticated manner.
- Demonstrate an advanced critical ability to develop a detailed case study which further explores some of the theories, issues and approaches introduced on the module.

Skills, qualities and attributes. After studying this module you should be able to:

- Demonstrate an advanced ability to formulate logical and coherent arguments.
- Demonstrate an advanced ability to understand, explore and evaluate new arguments.
- Demonstrate confidence in the processes of discrimination and synthesis essential to successful interdisciplinary study in ways which demonstrate achievement of the module's learning outcomes.
- Demonstrate high levels of written communication skills.
- Demonstrate competent IT skills appropriate to the module.

Demonstrate resourcefulness, self-motivation and time-management.

### 14 Teaching and learning

*Range of modes of direct contact*

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

The module will be taught interactively, incorporating elements of lecture, screening, seminar, workshop and smaller group/individual discussion as appropriate to group size and teaching personnel.

Total contact hours:

39

*Range of other learning methods*

This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research

You will be provided with directed reading material as the module progresses and will be encouraged as the module proceeds to become increasingly resourceful in researching independently both reading and other study materials.

Total non-contact hours:

161

## 15 **Assessment methods**

This indicates the type and weighting of assessment elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
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1	50%	Coursework	2000 word Essay exploring material covered in Block A of the module.
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2	50%	Coursework	Portfolio – 2000 word case study informed by material covered in Block B of the module.
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### **Diagnostic/formative assessment**

This indicates if there are any assessments that do not contribute directly to the final module mark

Participation and engagement in seminar work and workshops on a group and an individual basis.

### **Further information on assessment**

This section provides further information on the module's assessment where appropriate

## **Document management**

16 Module Title: The Body and Popular Culture

17 Module Code: MCLT33208

18 Subject (JACS) Code

19 Cost Centre

20 School:

21 Academic Team

22 Campus

23 Other institutions providing teaching *Please complete in box 23 a-d - if applicable*

	Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU	
23b	Other public organisation in the UK- Percentage not taught by NTU	
23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	
24	Date this version was formally approved by SASQC/DAG:	