University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Cultural Change: History and Practice					
Module Code	UACAJH-15-M		Level	M	Version	1.1
Owning Faculty	ACE		Field		Cultural and Media Studies	
Contributes towards	Awards up to MA/MSc					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	N/A		Module Entry requirements	None		
Valid From	September 2011		Valid to			

CAP Approval Date	CAC 19 Oct 2011 CAP 11 Feb 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of the module students should be able to: 1. Identify the rhetorical strategies and tactics used in successful social movements and processes of cultural change. (Component A, elements 1 ,and 2) 2. Critically evaluate the role of the media (print, image, broadcast & online) in the processes of communication and persuasion. (Component A, elements 1 and 2) 3. Demonstrate an awareness of the ethical and political issues that arise in the use of persuasive communication and their rhetorical strategies. (Component A, elements 1 and 2) 4. Devise and evaluate a campaign strategy aimed at changing cultural attitudes and behaviours that addresses a significant contemporary issue. (Component A, elements1 and 2) 5. Communicate complex material in a range of visual, written and oral forms. (Component A, elements1 and 2)

	6. Situate their own work within broader theoretical contexts and conceptual frameworks relevant to an understanding of processes of cultural change. (Component A, elements 1 and 2) 7. Work effectively to very strict deadlines both individually and within a group. (Component A, elements 1 and 2) 8. Identify their own skills and aptitudes and how to work effectively to maximise these in a range of different settings. (Component A, elements 1 and 2)
Syllabus Outline	This module is designed to enable students to develop and evaluate a communication strategy aimed at changing cultural understanding, attitudes and behaviours. The module introduces the student to a range of historically significant campaigns and social movements and examines the various ways in which the issue and proposed change is presented across a range of different media forms. The students will also be introduced to a range of contemporary case studies which make innovative use of social media in the dissemination of information and in the planning and implementation of significant events and demonstrations. The module considers the centrality of both rhetoric and its effects on emotional engagement as the means through which beliefs, attitudes and behaviours are altered over time. We will make use of a very wide range of resources and examples– from philosophical materials, critical theory, film and documentary photography, manifesto and campaigning handbooks, reports and evaluation materials. The module then requires that the students work in groups to research and devise their own campaign strategy with a specific focus on identifying and critically evaluating persuasive techniques and approaches. The students will be required to devise a campaign that makes creative use of the various affordances of different media forms in relation to a specified target audience and purpose.
Contact Hours/Scheduled Hours	The module is designed to involve 150 study hours. The module is structured around three contact days, which are complemented with a mixture of independent directed study, independent study and time allocated towards undertaking the assessed project.
Teaching and Learning Methods	The module will be delivered by a combination of intensive two- day workshops and online resources and facilitated discussion. Once enrolled, the students will be given access to orientation materials with links to a range of resources, archives and potential examples and case studies. Some initial exercises will be set in preparation for the first workshop. Workshop 1 will immerse the students in a range of historical and contemporary case studies through a combination of lectures, practical exercises and workshop activities. By the end of this workshop the students will have an agreed brief and an established working group. This group will meet (both face to face and online) to develop the portfolio and presentation materials. Workshop 2 will be based around further practical exercises through which the students will finalise their campaign materials and devise their presentation. The presentations will take place towards the end of this second workshop. Students will be sharing resources, skills, aptitudes and perspectives throughout and will also be providing peer feedback and support. Staff will be monitoring the progress of the project through group and individual online tutorials. There will be further opportunities for face to face tutorial support during the scheduled workshops. The table below gives an indication of the time allocated to different types of teaching and learning activity.

Type of study	Hours allocated	Kind of activities involved
Direct contact learning (DCL)	24	Contact sessions between staff and students involving a mixture of lectures, workshop sessions and group discussion
Independent directed study (IDS)	31	Time in which students study independently, but directed by staff (for instance on tasks in-between contact days, including time spent on the world-wide web undertaking particular tasks, such as e-learning or web-searches)
Independent study (IS)	20	Time in which students choose what you do to support their learning
Assessment project (AP)	75	Time allocated specifically to undertaking the assessed project
Total module study hours	150	

Reading Strategy	Students are not expected to purchase a core text for this module, insomuch as there is no one textbook available on the market that serves as such. Instead, they will be provided with references for a set of recommended readings specific to each issue addressed in the learning and teaching programme (via the Virtual Learning Environment - VLE), which they are expected to consult throughout the duration of the module.

The orientation pack provided at the outset will present students with lists of both recommended and supplementary reading around specific issues and approaches but the students are also expected to use their initiative in selecting literature that is appropriate to their studies. Students will be provided with links to a wide range of materials produced by campaign groups, charities and other organisations which provide details of approaches and also provide evaluative materials on particular initiatives. This will be significant material which will be organised around particular themes, issues and challenges. Further academic reading and research will be accessed through journals. Students will be directed towards face-to-face and online training in the use of the library catalogue, bibliographic databases and other electronic resources. |
| Indicative Reading List | *The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.*

This is a short list of potential relevant academic resources – orientation pack and course handbook and other materials will help the students to tailor their own reading programme to their own project.

Clifford, B. (2005) The marketing of rebellion : insurgents, media, and international activism Cambridge University Press

De Certeau, M. (2002 2nd edition) The Practice of Everyday Life University of California Press

Duncombe, S. (2002) The Cultural Resistance Reader Verso Books

Fox, R.G & Starn, O. (eds) (1997) Between resistance and revolution: cultural politics and social protest Rutgers University Press |

	Fraser, N. & Honneth, A. (2003) Redistribution or Recognition?: A Political-Philosophical Exchange Verso Books
	Goodwin, J (2004) (ed), Rethinking social movements : structure, meaning, and emotion. Rowman & Littlefield
	Naples, N. A. (1998) Community activism and feminist politics: organizing across race, class, and gender Routledge
	Pandey, S. (2011) Emergence of Eco-Feminism and Reweaving The World , MD Publications
	Shiva, V. (2005) Earth democracy: justice, sustainability and peace. South End Press

Part 3: Assessment

Assessment Strategy	Students will work together to develop a campaign strategy designed to persuade a specific audience to change their understandings, attitudes and/or behaviour in relation to a chosen key issue (e.g. energy shortage, recycling, healthy eating/drinking, exercise, sustainable consumer behaviour, climate change – the topic will be negotiated within the group and agreed with the module tutor).
	The entire assessment is designed to provide the student will experience of designing, managing and evaluating a campaign for cultural change whilst inviting them to reflect critically on the challenges this poses.
	The group presentation will present the rationale for and outline of the chosen campaign.
	The individual report will include background scholarly research around their chosen topic and will also include research undertaken to identify and select images, text and the medium of dissemination. It will also include a critical evaluation that will contextualise the proposed campaign strategy in relation to wider relevant theoretical debates around cultural intervention and change.

Identify final assessment component and element			
% weighting between components A and B (Standard modules only)		**A:**	**B**:

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1.Individual Report (3,500 words)	75%
2.Group Presentation (20 minutes presentation plus 10 minutes Q&A)	25%
Component B **Description of each element**	**Element weighting** **(as % of component)**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1.Individual Report (4000 words)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.