University of the West of England
BRISTOL

MODULE SPECIFICATION

Code: **UACAJH-15-M**   Title: **Cultural Change: History & Practice**   Version: **1**

Level: **M**   UWE credit rating: **15**   ECTS credit rating: **7.5**

Module type: Project

Owning Faculty: ACE   Field: **Cultural and Media Studies**

Faculty Committee approval: Chairs action - CAC   Date: **19 October 2011**

Valid from: **Sept 2011**   **Discontinued from:**

Contributes towards: Awards up to MA/MSc

Pre-requisites: None

Co-requisites: None

Entry requirements: If the module is offered as CPD or stand alone, indicate the entry requirements

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 ,2 and 3)

2. Critically evaluate the role of the media (print, image, broadcast & online) in the processes of communication and persuasion. (Component A, elements 1, 2 and 3)

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, 2 and 3)

4. Devise and evaluate a campaign strategy aimed at changing cultural attitudes and behaviours that addresses a significant contemporary issue. (Component A, elements1, 2 and 3)

5. Communicate complex material in a range of visual, written and oral forms. (Component A, elements1, 2 and 3)

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, 2 and 3)

7. Work effectively to very strict deadlines both individually and within a group. (Component A, elements 1, 2 and 3)

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, 2 and 3)

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.

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.

Nominal study hours:
Directed contact learning (seminar tutorials): 15 hours
Directed online learning (VLE discussions/activities): 10 hours
Independent learning: 100 hours
Assessment (including preparation) 25 hours
Total: 150 hours

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. To this end, they will receive training in the use of the library catalogue, bibliographic databases and other electronic resources.

Indicative Reading List:

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) <u>The marketing of rebellion : insurgents, media, and international activism</u> Cambridge University Press

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

Duncombe, S. (2002) <u>The Cultural Resistance Reader</u> Verso Books

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

Fraser, N. & Honneth, A. (2003) <u>Redistribution or Recognition?: A Political-Philosophical Exchange</u> Verso Books

Goodwin, J (2004) (ed), <u>Rethinking social movements : structure, meaning, and emotion</u>. Rowman & Littlefield

Naples, N. A. (1998) <u>Community activism and feminist politics: organizing across race, class, and gender</u> Routledge

Pandey, S. (2011) <u>Emergence of Eco-Feminism and Reweaving The World</u> , MD Publications

Shiva, V. (2005) <u>Earth democracy : justice, sustainability and peace</u>. South End Press

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Assessment

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 (eg. 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 portfolio 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. The individual critical evaluation will contextualise the proposed campaign strategy in relation to wider relevant theoretical debates around cultural intervention and change. The presentation will present the rationale for and and outline of the chosen

campaign.   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.

Project Module: Component A Only: **100%**
ATTEMPT 1

First Assessment Opportunity (Sit)
Component A
Description of each element	**Element weighting**
1. Group Project Portfolio & Pilot Campaign materials	50%
2. Individual critical evaluation (1,500 words equivalent)	25%
3. Group presentation (20 mins + 10 mins Q & A)	25%

Second Assessment Opportunity (Resit) (further attendance at taught classes is not required)
Component A
Description of each element	**Element weighting**
1. Group Project Portfolio	50%
2. Individual critical evaluation	25%
3. Presentation (20 mins + 10 mins Q & A) 25%	

<u>EXCEPTIONAL</u> SECOND ATTEMPT (Retake): Attendance at taught classes is required.

Specification confirmed by …………………………………………………Date …………………………………
(Associate Dean/Programme Director)