MODULE SPECIFICATION

Code: UACAHG-15-3   **Title: Media Campaigns and Activism**   **Version:** 1

Level: 3   **UWE credit rating:** 15   **ECTS credit rating: 7.5**

Module type: Project

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

Faculty Committee approval: CAC (Chairs Action)   Date:

Valid from: September 2012   **Discontinued from:**

Contributes towards: Awards up to BA (Hons) Media Culture and Practice, Joint Awards up to BA (Hons) Media and Journalism and BA (Hons) Journalism and Public Relations, and the UWE/TU Dual Award Framework.

Pre-requisites: Co-requisites: None

Excluded combinations: None

Learning outcomes:

On successful completion of this module students should be able to demonstrate:

- understanding of the traditions of activist media projects and media advocacy, and the changes and continuities they have undergone over time.

- critical awareness of social, political and ethical issues relating to contemporary media activism in a variety of national, regional and international contexts.

- the ability to analyse contemporary media campaigns in relation to journalism and news media

- the ability to plan and review active use of publicity campaigns in a variety of settings and platforms

- the ability to construct a media campaign and reflect upon its strengths and weaknesses

- skills in oral presentation and report writing

Syllabus outline:

The module commences by introducing students to a range of media practices and activist projects since the nineteenth century in a variety of national, regional and international contexts. The focus of the module is on the creative *uses* of media and communication technologies by various groups and interests, and how these uses relate to political, social and cultural change. It will also consider their comparative effectiveness and the potential reasons for their effectiveness.

The module analyses the use of media particularly by community groups, charities, campaigns, social movements, and non-governmental organisations in a variety of contexts – for example, in community cohesion, evidence collection by global human rights workers, campaigns by local community groups, and protests through social media, paying special attention to the international context of such uses. The module looks at a range of media from leaflets to online social media, considering their particular affordances for the groups that use them.

Teaching and learning methods:

Part of the material will be delivered in lectures, though which research-active staff can deliver critical historical, practical and theoretical insights into media activism. These will be used to highlight and animate central points in the readings and will be further explicated through application in seminars. Readings will be used to illustrate and debate the issues raised each week, and seminars will be used for discussion and various exercises, including the case study, used to enable students to critically understand the machinations of a particular media activist campaign, analysing it through application of the historical, practical and theoretical insights gained on the module. Screenings and use of multimedia will also be integrated as teaching and learning methods.

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students will be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on MyUWE or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative sources

Atton, C. (2004) *An Alternative Internet: Radical Media, Politics and Creativity.* Edinburgh, Edinburgh University Press.

Brown, R. (2009) *Public Relations and the Social Web: How to Use Social Media and Web 2.0 in Communications* London: Kogan Page

Coombes, W. and Holladay, S. (2009) *PR Strategy and Application: Managing Influence* London: Blackwell

De Jong, W. (2005) *Global Activism, Global Media* London: Pluto

Downing, J. (2000) *Radical Media: Rebellious Communication and Social Movements* London: Sage

Lievrouw, L (2011) *Alternative and Activist New Media* London: Polity

Fair *Media Activist Toolkit* http://www.fair.org/index.php?page=119

Tactical Media Files http://www.tacticalmediafiles.net/

Tactical Media Network http://www.waag.org/project/tmn

Assessment

Weighting between components A and B (standard modules only) A: 100%

ATTEMPT 1

First Assessment Opportunity

Component A

Description of each element Element weighting

1. Presentation and report (2000 words) 100%

Second Assessment Opportunity (further attendance at taught classes is not required)

Component A

Description of each element Element weighting

1. Presentation and report (2000 words) 100%

SECOND (OR SUBSEQUENT) ATTEMPT: Attendance at taught classes is required.
Specification confirmed by Jane Arthurs Date 4th October 2011 HoD and Field Leader
(Associate Dean/Programme Director)