University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Activism and the Media				
Module Code	UABN69-30-3		Level	3	Version	1.0
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE		Field		
Department	Film and Journalism		Module Type	Standard	
Contributes towards	BA (Hons) Journalism BA (Hons) Journalism and Public Relations BA (Hons) Media and Journalism Taylor's Dual Award				
Pre-requisites	None		Co- requisites	n/a	
Excluded Combinations	n/a		Module Entry requirements	n/a	
First CAP Approval Date	04/02/16		Valid from	September 2016	
Revision CAP Approval Date	n/a		Revised with effect from	n/a	

Review Date	February 2016

Part 2: Learning and Teaching
Learning Outcomes

Learning Outcomes

On successful completion of this module students will be able to:

1. Understand the traditions of activist media projects and media advocacy, and the changes and continuities they have undergone over time (B1, B2).

2. Demonstrate a critical awareness of social, political and ethical issues relating to contemporary media activism in a variety of national, regional and international contexts (B1, B2).

3. To critically analyse contemporary media campaigns in relation to journalism and news media (B1, B2)

4. Plan and review active use of publicity campaigns in a variety of settings and platforms (B1, B2)

5. To construct a media campaign and reflect upon its strengths and weaknesses (A1, B1, B2)

6. Demonstrate skills in oral presentation and report writing (A1, B1, B2)

Syllabus Outline	The module introduces 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. It examines the ethical, tactical and practical considerations of running a campaign.
Contact Hours	Contact hours on the module will be scheduled in line with current UWE policy on contact hour requirements. Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, practical skills classes and workshops; supervised time in workshop. **Independent learning** includes hours engaged with essential reading, case study preparation, presentation and assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Presentation			25%
Coursework assessment percentage			75%
			100%

Reading Strategy	**Core reading:** Any core reading will be indicated clearly, along with the method for accessing it, eg students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out. **Further reading:** Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely. **Access and skills:** Students are expected to be able to identify and retrieve appropriate reading. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.
Indicative Reading List	Boltanski, L. (1999) Distant Suffering: Morality, Media and Politics. Cambridge: Cambridge University Press. Boyce, T. & Lewis, J. (2009) *Climate Change and the Media.* New York: Peter Lang. Brown, R. (2009) *Public Relations and the Social Web: How to Use Social Media and Web 2.0 in Communications*London: Kogan Page Castells, M. (2010) 'The new public sphere: Global civil society, communications networks, and global governance'. In Daya Kishan Thussu (ed.) *International Communication: A Reader.* Abingdon: Routledge. Castells, M (2012) *Networks of Outrage and Hope*, Cambridge: Polity Press Chadwick,A. & Howard, P.N. (eds.) *Handbook of Internet Politics* . Chouliaraki, L. (2013) *The Ironic Spectator: Solidarity in the Age of Post-humanitarianisr* Cambridge: Polity Press. Coombes, W. and Holladay, S. (2009) *PR Strategy and Application: Managing Influence*London: Blackwell Cottle, S (ed) (2003) *News, Public Relations and Power*, London: Sage Cottle, S. (2009) *Global Crisis Reporting: Journalism in a Global Age.* Maidenhead: Ope University Press. Cottle, S. & Lester, L. (eds.) (2011) *Transnational Protests and the Media.* New York: Peter Lang. Curran, J., Fenton, N. & Freedman, D. (2012) *Misunderstanding the Internet.* Abingdon:

Routledge.

De Jong, W et al (eds) (2005) *Global Activism, Global Media*, London: Pluto Press

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

Earl, S and Waddington, S (2012) *Brand Anarchy: Managing Corporate Reputation*, London: Bloomsbury

Gerbaudo, Paolo (2012) *Tweets and the Streets*. London: Pluto Press

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

McNair, B. (2006) *Cultural Chaos: Journalism, news and power in a globalised world.* Abingdon: Routledge.

Norris, P. 2000, *A Virtuous Circle: Political Communications in Postindustrial Societies,* Cambridge University Press, Cambridge.

Part 3: Assessment

Assessment Strategy	Strategy: The assessment strategy develops students' understanding of and critical engagement with current debates concerning the uses of media in activist campaigning, first by studying a campaign and second by designing their own campaign and reflecting on the process. It also develops report writing and presentation skills. There are three points of assessment. During the first semester students are required to choose a campaign or campaigning group which will form the basis of a case study for the report assignment. Throughout the weeks students can examine various aspects of the campaign to build up a thorough understanding and critique of the case study. At the end of semester one the student will then submit a campaign report. Building on the critical knowledge of the first semester the second semester will require students to design their own media campaign. Each student will then pitch their campaign in a 5 minutes presentation. Following this each student will write up their campaign and critically reflect on the process drawing on and reviewing the theoretical issues covered over the module in lectures and seminars. The Assessment: Component A: Element 1 – 5 minute campaign pitch (Learning outcome 5 & 6) Component B: Element 1 – Case study report - maximum word count 2000 (Learning outcomes 1, 2, 3, 4 & 6). Element 2 – Campaign design and critical reflection essay – maximum word count 2000 words. (Learning outcomes 1, 2, 3, 4, 5 & 6)

Identify final assessment component and element	*Component B2*	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**25%**	**75%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Campaign pitch.	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Report and analysis of campaign case study 2000 words	50%
2. Campaign design and critical reflection essay of 2000 words	50%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Campaign pitch	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Case study report	50%
2. Campaign report and critical reflection essay.	50%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	