1. **Title of the module**

MSTU4002 (MS4002) Media, Identity and Diversity

1. **School or partner institution which will be responsible for management of the module**

School of Arts

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA Media Studies

Available as wild module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate basic knowledge about the relationship between culture, identity and diversity, how this relationship is contingent on historical context, and transformed in the current world;

8.2 Demonstrate basic knowledge about key concepts and theories surrounding issues of gender, class, race, ethnicity, sexuality, consumer, political identity and diversity.

8.3 Demonstrate basic knowledge about theories of high and low culture, sub-cultural theories, media representations and stereotype, sub-cultures, consumer choice, identity politics and cultural production.

8. 4 Demonstrate basic understanding of role that media processes play in constructing identity, diversity, community, inclusion and exclusion

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1. Engage in meaningful debate about issues and practices within their degree area;

9.2 Demonstrate understanding of key concepts within relevant academic literature;

9.3 Demonstrate research skills, including the ability to assess the merits of, and make critical judgments in relation to, academic and non-academic sources of information;

9.4 Demonstrate written communication skills;

9.5 Demonstrate an ability to prepare and deliver cohesive and convincing arguments in writing and in verbal presentation;

9.6 Act on feedback received from both academic staff and peers.

1. **A synopsis of the curriculum**

This introductory module examines the concept of ‘identity’ and ‘diversity’ through the prism of cultural capital and media presentation. Students will be introduced to key concepts and theories surrounding issues of gender, class, race, ethnicity, sexuality, political identity, sports identity, and diversity. These topics are considered through a series of case studies that may include theories of media stereotypes, high and low culture, consumption society, identity politics, cultural production, subculture and style, and media pluralism. Students will be asked to consider the role that media processes play in constructing identity, diversity, and community, inclusion and exclusion.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Kellner, D. (1995). Media Culture, cultural studies, identity and politics between the modern and the postmodern. London, New York: Routledge.

Jenkins, R. (2008). Social Identity, London: Routledge.

Gill, Rosalind. (2006), Gender and the Media. London: Polity

Gelder, Ken. (2005). Subcultures Reader. London: Routledge

Giddens, A. (1991). Modernity and self-identity: self and society in the late modern age. Cambridge: Polity.

Featherstone, M. (1991) Consumer culture and postmodernism. London: Sage.

1. **Learning and teaching methods**

Total contact hours: 33

Private study hours: 267

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Critical Essay (2000 words) (40%)

Digital Portfolio (60%)

13.2 Reassessment methods

Reassessment Instrument: like for like .

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *lecture* | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  |  |
| *screening* | **x** | **x** | **x** | **x** |  |  |  |  |  |  |
| *seminar* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Essay* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Digital Portfolio* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module puts a great focus on diversity, which means rather than be West-centric, it discuses identity and diversity at a global scale. Students will need to critically think and analyse media presentations of people with different races, from different cultures and in countries other than the UK; and they will also be introduced to different examples and case studies of the issues of identity and diversity in non-Western counties. Some of the key readings in the module are produced by non-western scholars.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 01/12/19 | Minor | Sep 2020 | 1, 8-14, 17 | No |
|  |  |  |  |  |