1. **Title of the module**

JOUR5090 (JN509) Reporting Conflict

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

Law, Society and Social Justice: Centre for Journalism

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

Level 6

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

15 credits (7.5 ECTS)

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

Autumn

1. **Prerequisite and co-requisite modules and/or module restrictions**

None

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

BA (Hons) Journalism – optional module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate a detailed understanding of the evolution of conflict reporting since 1935
	2. Devise and sustain complex arguments concerning issues including the roles of censorship, propaganda and embedding
	3. Demonstrate a detailed understanding of current professional practice in conflict reporting
	4. Demonstrate detailed knowledge of current research in conflict reporting
	5. Critically evaluate the range of attitudes and values arising from the complexity and diversity of contemporary conflict reporting.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
3. Use a range of advanced techniques to initiate and undertake critical analysis of ideas and information.
4. Effectively communicate information, arguments and analysis.
5. Demonstrate advanced skills of self-discipline, self-direction and reflexivity.
6. Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas.
7. **A synopsis of the curriculum**

Indicative topics are:

* How conflict reporting has developed from the 1930s to the digital multimedia reporting of the 21st century
* Journalism, patriotism and propaganda: war as a severe test of journalistic integrity and independence
* Embeds, independents and reporters’ security
* Reporting terrorism
* The political impact of war reporting
1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Hastings, M (2000). Going to the Wars. London: Macmillan.

Knightley, P (2006). The First Casualty: The War Correspondent as Hero and Myth-Maker from the Crimea to Iraq. US: John Hopkins.

Loyd, A (2000). My War Gone By, I miss it so. London: Anchor.

Loyn, D (2006). Frontline: The True Story of the British Mavericks Who Changed the Face of War Reporting. London: Michael Joseph.

Simpson, J (2008). News From No Man’s Land: Reporting the World. London: Pan.

Waugh, E (2003). Scoop: A Novel About Journalists. London: Penguin.

1. **Contact hours**

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

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

Essay 1 (3000 words) (40%)

Essay 2 (3000 words) (40%)

In Class Contribution (20%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Lectures | X | X | X | X | X | X | X | X | X |
| Seminars | X | X | X | X | X | X | X | X | X |
| Private study | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | X | X | X | X | X | X | X | X | X |
| Essay 2 | X | X | X | X | X | X | X | X | X |
| In-class student contribution | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The School/Division 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**

Medway

1. **Internationalisation**

This module takes a global perspective on the reporting of conflict, drawing on a wide range of examples and contexts. Students will be encouraged to discuss their own perspectives on the reporting of conflict during seminars and in presentations.

**DIVISIONAL USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 17/01/17 | Minor | September 2017 | 13 | No |
| EPA | Major | September 2021 | 6,8,9,13,14 | No |

Revised FSO Feb 2018