1. **Title of the module**

JOUR8060 (JN806) 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 7

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**

None

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

MA Multimedia Journalism (optional module)

MA in International Multimedia Journalism (optional module)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Demonstrate a sophisticated understanding of the evolution of conflict reporting since 1935
3. Have a detailed understanding of arguments concerning censorship, propaganda and embedding
4. Critique aspects of current professional practice in conflict reporting
5. Articulate sophisticated comment upon aspects of current research in conflict reporting
6. Show insight into the range of attitudes and values arising from the complexity and diversity of contemporary conflict reporting.
7. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
8. Effectively communicate information, arguments and analysis.
9. Demonstrate self-direction and originality in understanding and analysing practical and ethical issues .
10. **A synopsis of the curriculum**

The module engages with aspects of the way conflict reporting has developed from the 1930s to the digital multimedia reporting of the 21st century. The key topics are covered in seminars and lectures. They include the following: 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. A number of seminars cover the events of key conflicts, and the way they were reported. These include wars in Chechnya; Afghanistan; Iraq, Syria, Ukraine, Northern Ireland. Lecture topics are up-to-date with current research.

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 Re-porting. 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. **Learning and teaching methods**

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

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

Essay 1, 4000 words (40%)

Essay 2, 4000 words (40%)

Essay plan 1 (10%)

Essay plan 2 (10%)

13.2 **Reassessment methods**

Reassessment Instrument: 100% coursework

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 | 8.5 | 9.1 | 9.2 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Private study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay Plan 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay Plan 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The 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**

The module is designed to appeal to international students who have experience of conflict in their home countries and students are encouraged to relate this to the content of the course. The nature of the module is that it covers international conflict in a depth that neither home nor international students will probably have encountered before.

**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) |
| 14/06/2017 |  | September 2017 | 13, 14, 15, 17 | No |
| 20/12/2021 | Major | September 2021 | 7-10, 13, 14 | No |

Revised FSO Feb 2018