1. **Title of the module**

GRMN5530 (GE553) From Gutenberg to Facebook: How Technology and Media Shaped German History

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

Arts and Humanities (MLL, School of European Culture and Languages)

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

Level 5

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 or Spring

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

None

1. **The course(s) of study to which the module contributes**

Optional for BE German (Single and Joint Honours); BA European Studies (Combined Languages)

Also available as a ‘Wild’ module

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

8.1 Demonstrate critical knowledge and understanding of key episodes in German history and the impact that developments in technology and media have had on it;

8.2 Demonstrate competence in applying this knowledge within new and differing contexts (e.g. as regards cultural and political impacts of technological innovation, the significance of the relationship between technology and media for developments and transformations of the public sphere);

8.3 Critically analyse a range of relevant primary sources, including historic documents, literature, visual materials, films and multimedia;

8.4 Understand and critically engage with historiographical as well as political debates relating to the impact of technology and media on German culture.

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

9.1 Carry out independent research, including critical responses to the primary reading;

9.2 Evaluate information critically, interpreting a variety of evidence in a critical manner;

9.3 Synthesise information from a number of sources in order to gain a coherent understanding of the subject;

9.4 Devise and sustain arguments and solved problems by engaging with recent critical ideas and approaches;

9.5 Express complex ideas and arguments in writing, but also in audio-visual and digital form;

9.6 Demonstrate enhanced information technology skills.

1. **A synopsis of the curriculum**

This module provides a unique perspective on German cultural history alongside key developments in technology and media. It draws on cutting-edge research in German studies as well as history, philosophy and media theory. Topics span from the 1400s to the present day and include: 1) How the invention of the printing press enabled the Protestant Reformation; 2) How German literature was born from the culture of letter writing in the Eighteenth Century; 3) The pivotal role of newspapers for a German national conscience in the 1900s; 4) How the radio paved the way for Nazi dictatorship; 5) The effects of television in overcoming German post-war division; 6) Social Media's impact on the emergence of right-wing populism.

Students will engage with a range of historical documents, literary texts, audio as well as visual media, and analyse their impact on German culture and politics. There will be the opportunity for students to present their work in both traditional and innovative forms of assessment (short videos, podcasts and blogs). Besides a deep analytical engagement with the culturally transformative effects of technology and media, students will gain practical skills in the expression and presentation of their ideas, using a variety of conventional as well as digital means.

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

Bösch, F. (2015). *Mass Media and Historical Change: Germany in International Perspective, 1400 to the Present.* New York: Berghahn

Hagen, W. (2012). *German History in Modern Times: Four Lives of the Nation*. New York, NY: Cambridge University Press

Kittler, F. (1999). *Gramophone, Film, Typewriter*. Trans. and intro. G. Winthrop-Young and M. Wutz. Stanford, CA: Stanford University Press

MacGregor, N. (2014). *Memories of a Nation*. London: Allen Lane

McLuhan, M. (1964). *Understanding Media: The Extensions of Man*. New York: Routledge

Pettegree, A. (2016). *Brand Luther: 1517, printing, and the making of the reformation*. New York: Penguin

Ross, C. (2008). *Media and the Making of Modern Germany: Mass Communications, Society, and Politics from the Empire to the Third Reich*. Oxford: Oxford University Press

Winthrop-Young, G. (2011). *Kittler and the Media*. Cambridge: Polity Press

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

* Essay (2,000 words) – 50%
* Blog Post (500 words) – 25%
* Podcast or Videocast (15 Minutes) – 25%

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)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |  |  |  |  |  |  |
| Seminar |  | **x** | **x** | **x** |  | **x** | **x** | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Blog Post | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Podcast/Videocast | **x** | **x** | **x** | **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**

Canterbury

1. **Internationalisation**

The module subject is concerned with the history of German-speaking countries. It provides students with the tools to engage with a foreign culture by analysing textual, visual and audio-visual sources thus providing the students with a deeper understanding of German ways of life. At the same time, the assessment methods ask students to present their gained knowledge to a non-expert English-speaking audience, thus acting as moderators between different linguistic and cultural backgrounds.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 26/02/2021 | Minor (ECA) | 2021/22 | 13-14 | No |
|  |  |  |  |  |