1. **Title of the module**

HIST6098: Telegraph to Television: War and the British Media, 1853-1945

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

School of History

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**

30 credits (15 ECTS)

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

Autumn and Spring

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

No pre-requisite modules required.

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

BA in History, all single- and joint-honours programmes.

Available as a wild module. Available to Short Term Credit students at the discretion of the school.

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

8.1Demonstrate greater knowledge and critical understanding of the history and historiography of Britain’s involvement in major conflicts of 19th and 20th century history including the Crimean War, the South African Wars, the Spanish Civil War and the Two World Wars.

8.2Demonstrate a detailed awareness of of the ways in which understandings of war have been shaped by war correspondents and the media industries in which they operate.

8.3 To develop a critical understanding of different historical approaches and degrees of bias as well as of the methodological complexities in the historical record itself.

8.4 To further develop analytical and reflective skills and the ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.

8.5 To further develop communication, presentation and information technology skills.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate an understanding of modern British history in its international/European context, which should help to equip them to live and work in Continental Europe.
   2. Consider critically relevant intellectual concepts as well as differences of opinion and interpretation both in the past and among historians, and they will also be encouraged to develop their ability to identify and solve problems
   3. Utilise problem solving skills, and the ability to work both independently and within groups. Students will engage in independent work, using library resources, and will practice and improve their skills in time management, historical research, organisation and analysis of material, oral presentations and essay-writing.
   4. Undertake group work to interact effectively with others and to work co-operatively on group tasks.
   5. Communicate complex concepts effectively  to a variety of audiences and/or using a variety of methods
   6. Demonstrate communication skills and skills in IT.
2. **A synopsis of the curriculum**

This course examines the reporting of war in the British media from the Crimean War (1853-1856) to the end of the Second World War in 1945. Against an overview of the causes and consequences of a series of conflicts around the world, the course will present a series of case studies to provide an analysis of the development of the media such as the growth of newspapers, commercial advertising, film and broadcasting. The developing role of war correspondents will be contextualised with the role of government in influencing the flow of information to the public in parallel to the development of the national newspaper press, through early cinema and radio, to enhance students’ understanding of the historical developments in the reporting of conflict and the growth of the modern media prior to the dawn of Britain’s television service.

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

Connelly, M., *et al., Propaganda and Conflict: War, Media and Shaping the Twentieth Century,* (Bloomsbury, 2019)

Hoskins, A., & O’Loughlin, B., *War and Media: The Emergence of Diffused War,* (Cambridge: Polity, 2010)

Knightley, P., *First Casualty: The War Correspondent as Hero and Myth Maker from Crimea to Iraq,* (Johns Hopkins UP, 2004)

McLaughlin, G., *The War Correspondent,* (Pluto, 2002)

Taylor, P., *Munitions of the Mind: War Propaganda from the Ancient World to the Nuclear Age,* (Glasgow: Collins, 1990)

Welch, D., *Propaganda & Persuasion,* (London: The British Library, 2013)

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

Source analysis 1000 words 20%

Essay 1 2500 words 30%

Essay 2 2500 words 30%

Class Presentation (10 minutes) 20%

13.2 Reassessment methods

This module will be reassessed by 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 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Source analysis | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation | **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**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**FACULTIES SUPPORT OFFICE 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) |
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