1. **Title of the module**

HIST8150 (HI815) - War, Propaganda and the Media

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 7

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

30 (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**

Co-requisite: HIST8780: Methods and Interpretations in Historical Research

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

MA War, Media and Society

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

8.1 Navigate a number of sub-disciplines of history, including political, cultural, social, media and military history, and recognized how historians and other scholars have responded to historiographical issue in propaganda studies [History Programme Learning Outcomes A3, A4, A5, B4, C1].

8.2 Produce (and reflected on) written assignments and oral arguments situated within the discourse on the concept of propaganda and roles of the mass communications media in times of conflict. [Programme Learning Outcomes A2, B3, B5).

8.3 Critically analyse the relationship between military and media organisations in the modern age [Programme Learning Outcome A1].

8.4 Critically examine the impact of the media upon public opinion and the increasingly important part played by the ‘homefront’ in twentieth century warfare. [Learning Outcomes A3, A4, A5, B4, C1].

8.6 Improved their ability to analyse, criticise and assess historical arguments [Programme Learning Outcome C4].

8.7 Analyse visual sources including films, documentaries, posters, cartoons etc [Programme Learning Outcome C2].

8.8 Plan and write an original history essay and organise it around a coherent argument [Programme Learning Outcomes B2, B6, C3, C4].

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

9.1 Participate in discussion, make their own contributions to discussion and listen to and respect the contributions of others through the three-hour seminar format [Key Skills D1 Communication; D4 Working with Others]

9.2 Engage in group work, cooperating on set tasks toward answering historical questions (for example, how have technological changes impacted on the reporting of modern wars), presenting individual and group responses [Key Skills D4 Working with Others; D6 Problem Solving]

9.3 Communicate their own ideas clearly and coherently, orally and in writing, assisted by peer and teacher feedback [Key Skills D1 Communication; D5 Improving Own Learning]

9.4 Reflect on their own learning, plan their use of time, and identify appropriate directions for further study, encouraged by the teacher [Key Skill D5 Improving Own Learning]

9.5 Produce word-processed assignments that are of a high scholarly standard in terms of presentation and professionalism [Key Skill D3 Information Technology]

9.6 Effectively research using the Internet; recognizing the variety of sites on propaganda and warfare (such as the Centre for the Study of Propaganda and War) located on the world wide web and their associated problems/benefits [Key Skill D3 Information Technology]

9.7 Research issues independently and productively [Key Skill D5 Improving Own Learning]

1. **A synopsis of the curriculum**

The aims of this module is to explore the concept of propaganda and roles of the mass communications media in times of conflict. This will involve an historical approach which takes into consideration the numerous theoretical problems associated with the study of propaganda as well as the different ways political propaganda has been interpreted and used internationally in time of war or peace. Using case studies ranging from World War I to the present day, the aim of the module is to enable students to think critically about the manner in which propaganda is disseminated in wartime and the pressures governments, media organisations and journalists face in times of conflict. The module explores how different types of conflict and changing technology have elicited different relationships between the media, the military and government. The module also examines the impact of the media upon public opinion and the increasingly important part played by the ‘homefront’ in twentieth century warfare.

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

M. Connelly & D. Welch (eds) War and the Media. Reportage and Propaganda 1900-2003 (2005)

N Cull, D Culbert & D Welch, Propaganda and Mass Persuasion. A Historical Encyclopedia, 1500 to the Present (2003)

J Ellul, Propaganda: The Formation of Men's Attitudes (1965)

J Hawthorn (ed), Propaganda, Persuasion and Polemic (1987)

M. Ignatieff, Virtual War: Kosovo and Beyond (2000)

G Jowett & V O'Donnell, Propaganda and Persuasion (1992)

P Kenez, The Birth of the Propaganda State. Soviet methods of Mobilisation 1917-29 (1985)

P. Knightley, The First Casualty: The War Correspondent as Hero and Myth Maker from the Crimea to Kosovo (2000)

A Pratkavis & E Aronson, Age of Propaganda: The Everyday Use and Abuse of Persuasion (1991)

A Rhodes, Propaganda. The Art of Persuasion: World War II (1975)

C Roetter, Psychological Warfare (1974)

K R M Short (ed), Film and Radio Propaganda in World War II (1983)

P M Taylor, Munitions of the Mind. War Propaganda from the Ancient World to the Present Day (1995)

O Thomson, Easily Led. A History of Propaganda (1999)

D Welch, The Third Reich. Politics and Propaganda (1999)

D Welch, Germany, Propaganda & Total War, 1914-1918 (2002)

S White, The Bolshevik Poster (1988)

M Yass, This is Your War. Home Front Propaganda in the Second World War (1983)

1. **Learning and teaching methods**

Total contact hours: 36

Private study hours: 264

Total study hours: 300

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

Essay 1 XX 80%

Seminar Presentation and Seminar Contribution XX 20%

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* | *8.5* | *8.6* | *8.7* | *8.8* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** | **X** | **X** |
| **Seminar** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Essay** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** | **X** | **X** |
| **Seminar Presentation and Seminar Contribution** | **X** | **X** | **X** | **X** | **X** | **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. In the case of this module, the subject matter involves use of sources from a variety of areas of Europe, and further afield.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018