1. **Title of the module**

JOUR3000 / 3001 (JN300) History of Journalism

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

Centre for Journalism

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

Level 4

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**

BA (Hons) Journalism (compulsory)

BA (Hons) English and American Literature and Journalism (optional)

BA (Hons) BA Cultural Studies, Media and Journalism (optional)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate knowledge of the development of journalism in the United Kingdom from the fifteenth century to the twenty-first.
3. Show a basic understanding of the relationship between government and journalists from the establishment of the first printing press to the advent of blogging.
4. Understand the responsibility journalists have to report accurately and fairly located in a historical, professional and social context.
5. Develop awareness of the relationship between the development of democracy and the growth of the news industry.
6. Engage with the culture of journalism in a UK context, its principles and its practice.
7. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
8. Engage with major debates about the value and purposes of journalism and learn to put them to productive use.
9. Gain confidence in evaluating different forms of journalism and communication as they have emerged historically and learn to examine them critically.
10. Develop the ability to evaluate and draw upon the range of sources appropriate to research the main features of the British news industry, its origins and purposes.
11. Learn how to gather, organise and deploy ideas and to express and sustain argument in written and oral forms.
12. Learn to work in flexible, creative and independent ways, showing self-discipline and self-direction.
13. **A synopsis of the curriculum**

The development of journalism in the United Kingdom from the fifteenth century to the age of the internet. How and why newspapers were first printed. Whose interests are served by the publication of news? How government has sought to control and censor journalism. The forces propelling the growth of newspapers during the English Civil Wars and the industrialisation of the press in the nineteenth century. The emergence of professional reporters. The era of the Press Barons. The birth of radio. International reporting of the Spanish Civil War and the Blitz. The birth of television. The dawn of the multimedia age.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
2. Barnett S (2011), *The Rise and Fall of Television Journalism,* London, Bloomsbury

Calder A (1969), *The People’s War – Britain 1939-1945*, London: Pimlico

Conboy M (2011), *Journalism in Britain – A Historical Introduction*, London: Sage

Cunningham H (2001), *The Challenge of Democracy – Britain 1832-1918*, London: Longman

Curran J and Seaton J (2009), *Power without Responsibility – The Press, broadcasting and the internet in Britain*, 7th ed. Oxford: Routledge

Griffiths D (2006), *Fleet Street: Five Hundred Years of the Press,* British Library Publishing

Knightley P (2004), *The First Casualty – The War Correspondent as Hero and Myth-Maker from the Crimea to Iraq*, London: John Hopkins University Press

Marr A (2004), *My Trade: A Short History of British Journalism, London: Pan Books*

Mill J S (1859), *On Liberty*, Penguin Classics Edition

Paine T (1792), *The Rights of Man*, Dover Thrift Edition

Plumb J H (1950), *England in the Eighteenth Century*, Penguin Books

Preston P (2008), *We Saw Spain Die – Foreign Correspondents in the Spanish Civil War*, London: Constable

Temple M (2008), *The British Press*, Maidenhead: Open University

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 2,500 words) – 25%

Essay (3,000 words) – 25%

Examination (3 hrs) - 50%

13.2 Reassessment methods

Reassessment Instrument: 100% exam

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 |  |
| Lectures | x | x | x | x |  | x | x |  | x |  |
| Seminars | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay x 2 | x | x | x | x | x | x | x | x | x | x |
| Three-hour Examination | 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**

Medway; Canterbury

1. **Internationalisation**

The module includes international elements including study of the role played by international correspondents and volunteers during the Spanish Civil War and study of the coverage in French and US newspapers of the relationship between Edward VIII and Mrs Simpson

**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 Feb 2018