1. **Title of the module**

JOUR5000 (JN500) Power without Responsibility – Media Power and Media Consumption since 1945

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 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

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

JOUR3000 (JN300) History of Journalism

JOUR3020 (JN320) British Government and Politics

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

BA (Hons) Journalism

BA (Hons) Politics

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Understand the growth and nature of media power since 1945 and particularly its relationship with the political process
3. Set patterns of media consumption in their historical context
4. Evaluate the mechanisms of media regulation and critically assess their effectiveness
5. Demonstrate familiarity with the influence of broadcast media
6. Assess the continuing significance of the national, regional and local press
7. Critically assess the impact of the internet on media power and media consumption
8. Demonstrate awareness of the economic forces that have framed the press, broadcast and online industries since 1945 and the role of these industries in specific areas of political and cultural life
9. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
10. Use a range of established techniques to initiate and undertake critical analysis of ideas and information
11. Effectively communicate information, arguments and analysis in written and oral forms
12. Develop existing skills of self-discipline, self-direction and reflexivity
13. Enhance their ability to deliver work to a given length, format, brief and deadline, properly referencing sources and ideas
14. **A synopsis of the curriculum**

How news and information was accessed in 1945, the importance of national, regional and local newspapers and the role of radio. The impact of television on news consumption and the importance of ITN and the rise of commercial media. Relationship between journalism and political power, and the role of spin in the era of broadcast dominance. Changing patterns of foreign coverage and the understanding of faraway disasters. Reporting ‘The Troubles’ in Ireland and the role of journalism in uncovering miscarriages of justice. Emergence and growth of 24 hour rolling news on radio and television and its impact on the political process. Online reporting, blogging and citizen journalism

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

Allan, S (ed.) (2005), Journalism: Critical Issues, Open University Press, Maidenhead

Allan, S (ed.) (2010), The Routledge Companion to News and Journalism, Routledge, London

Barnett, S (2011), The Rise and Fall of Television Journalism, Bloomsbury, London

Conboy, M (2011), Journalism in Britain: a historical introduction, Sage, London

Curran, J and Seaton, J (2010), Power Without Responsibility: Press, broadcasting and the internet in Britain. 7th edn, Routledge, London

Fenton, N (ed.) (2010), New Media, Old News: Journalism and Democracy in the Digital Age, Sage, London

Franklin, B (2004), Packaging Politics: Political Communications in Britain's Media Democracy, 2nd edn, Hodder Arnold, London

Hargreaves, I (2003), Journalism: Truth or Dare? Oxford University Press, Oxford

Harrison, J (2006), News, Routledge, London

McNair, B (2009), News and Journalism in the UK, 5th edn, Routledge, London

Page, B (2011), Murdoch's Archipelago, rev edn, Simon & Schuster, London

Seymour-Ure, C (1996), The British Press and Broadcasting since 1945, 2nd edn, Blackwell, Oxford

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 – 50%

Examination – 50%

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x | x | x | x |
| Lecture | 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 |
| Examination | 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**

Medway

1. **Internationalisation**

This module’s focus on the British media and its evolution since the end of the Second World War. However, students will be invited to think about how developments such as 24-hour news and the internet have contributed to changes in news production and consumption globally, and will be encouraged to explore broadly how journalists have held power to account in the modern era*.*

**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