1. **Title of the module**

JOUR8080 (JN808) Communication and Humanitarianism

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

Division for Law, Society and Social Justice: Centre for Journalism

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**

15 credits (7.5 ECTS)

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

Spring

1. **Prerequisite and co-requisite modules and/or module restrictions**

None

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

MA Multimedia Journalism - optional

MA in International Multimedia Journalism - optional

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Develop a detailed understanding of the influence of broadcast media in the political sphere and on the voluntary sector.
3. Demonstrate sophisticated critical assessment of the impact of the internet on media power and media consumption.
4. Show a detailed knowledge of the central role that communications and media play at national, international and global levels of economic, political and social organisations along with the ability to articulate and explore the implications of this in detail.
5. Develop critical and sophisticated awareness of the diversity of approaches to understanding communication and media in historical and contemporary contexts.
6. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
7. Advance their knowledge and understanding of communications issues and develop new skills to a high level
8. Engage with complex forms of critical analysis, argument and debate and be able to express insightful conclusions clearly and effectively
9. Use independent learning techniques to continue their professional development, and demonstrate use of scholarly reviews and primary sources
10. Devise and sustain complex arguments and solve complex problems using ideas and techniques, including those at the forefront of the discipline.
11. **A synopsis of the curriculum**

Indicative topics are:

* + The changing patterns of foreign news coverage in the post war period, with particular reference to the developing world (colonial, cold war and 1990s)
  + Case studies of foreign disasters and the media interpretation; Biafra, Ethiopia, Rwanda, Asian Tsunami.
  + The role of citizen journalism in the coverage of faraway disasters
  + The media understanding of types of disaster and complex emergencies, with reference to aid efforts and humanitarian intervention.
  + The growth and emergence of NGOs, their use of marketing and communication techniques
  + The role of the media in raising awareness for charitable fundraising.
  + 24 hour news and the CNN effect

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

Allen, T and Seaton, J. “Introduction”, in Tim Allen and Jean Seaton (eds), The Media of Conflict: War Reporting and Representations of Ethnic Violence, London: Zed Books, 1990

Cottle, S. Global Crisis Reporting. Berkshire: Open University Press, 2009

De Waal, A. Famine Crimes. Indiana University Press, Bloomington, 1997

Franks, S, Reporting Disasters - Aid and the media, forthcoming from Hurst and Colombia

Robinson, P. CNN Effect: The myth of news, foreign policy and intervention. London: Routledge, 2002

Vaux, T. The Selfish Altruist: Relief Work in Famine and War. London: Sterling, VA : Earthscan, 2001.

1. **Contact hours**

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

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

Essay 1 (2500 words) (35%)  
Presentation (30%)  
Essay 2 (2500 words) (35%)

13.2 Reassessment methods

Like for like

1. ***M*ap 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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Lectures | X | X | X | X | X | X | X |  |
| Seminars | X | X | X | X | X | X |  | X |
| Private study | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay 1 | X | X | X | X | X | X | X | X |
| Presentation | X | X | X | X | X | X | X |  |
| Essay 2 | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division/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**

The module has fully international content – examining and analysing the history and usages of propaganda in national and international contexts.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| EPA | Major | September 2021 | 13.1, 14 |  |
|  |  |  |  |  |

Revised FSO Feb 2018