1. **Title of the module**

Media Power

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

School of Arts

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**

30 credits (15ECTS)

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

Autumn or Spring

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

N/A

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

BA Media Studies and associated programmes

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

8.1 Engage in a range of critical debates surrounding the role of the media in society, in particular its relations with institutions, social structure and politics;

8.2 Demonstrate understanding of different academic approaches to media power, and to analyse the role of media for political communication within different political systems

8.3 Demonstrate critical understanding of key concepts such as media systems and regulation, media representation, media frame and bias, celebrity politics, ownership, advertisement, public relations, and how those issues involve in and influence political communication through the media.

8.4 Examine the impact of media on individuals’ social and political life;

8.5 Reflect upon their own role and responsibilities as future media professionals.

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

9.1 Engage in meaningful debate about issues and practices within their degree area;

9.2 Demonstrate understanding of key concepts within relevant academic literature;

9.3 Demonstrate research skills, including the ability to assess the merits of, and make critical judgments in relation to, academic and non-academic sources of information;

9.4 Demonstrate ability to communicate effectively to a variety of audiences and/or using a variety of methods

9.5 Demonstrate an ability to prepare and deliver cohesive and convincing arguments effectively to a variety of audiences using and/or using a variety of methods’

9.6 Act on feedback received from both academic staff and peers.

1. **A synopsis of the curriculum**

This module examines the relationship between media, political power, social impact and institutions. It leads students to understand and critically assess the following questions: How can media exert political and social power? In what ways do media facilitate political communications? What roles do media play in the power relations among media corporations, regulators, politicians, journalists, advertisers and publicity professionals, celebrities, leakers and hackers, artists, and the general media-using public? In sum: What power can media exert? This module will also investigate issues such as surveillance, media impact and public voting, media representation, media frame, agenda setting, bias, celebrity politics, advertising, public relations, soft power, and how these issues involve and influence political communication through the media.

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

Curran, J. and Seaton, J. (2010) *Power without Responsibility* (7th ed), London: Routledge

Street, J. (2010) *Mass media, politics and democracy*, Palgrave Macmillan

Davis, A. (2007) *The Mediation of Power: A Critical Introduction*, London: Sage

McNair, B. (1995) *An Introduction to Political Communication*, London: Routledge

Negrine, R. and Stanyer, J. (2007) *The Political Communication Reader*, London: Routledge

1. **Learning and teaching methods**

Contact hours: 33

Private Study Hours: 267

Total Study Hours: 300

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

Essay 1800 words (40%)

Individual research project (2750 words) (60%)

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  | **x** | **x** |
| *Lecture* | **x** | **x** | **x** | **x** |  |  | **x** |  |  |  |  |
| *Seminar* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Individual Project | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **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**

As part of the module content students will need to consider how media have different levels of power under different political systems, including international ones. They will also be introduced to international media systems, regulation regimes and landscapes. In addition, the topic of soft power will be introduced in a way that communicates to students how governments and cultural ministries, including, for example, Japan and South Korea, appropriate domestic art and cultural products (American film/drama, Manga, K-pop, etc.) as a way to accumulate power abroad. Students will also be asked to read articles and research written by academics from different countries.

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**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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