

# PROPAGANDA – HIS5050B

## Section 1

### General Information

<b>Module Title:</b> Propaganda		
<b>Module code:</b> HIS-5050B	<b>Credit value:</b> 20	<b>Level (3, 4, 5, 6 or 7):</b>  5
	<b>Total student effort hours:</b> 200	
<b>Academic Year:</b> 2019-20	<b>Semester:</b> Spring	
<b>Related modules (Co-requisites, pre-requisites etc.):</b> N/A		



## Section 2

### Module Description and Learning Outcomes

<p><b>Description</b> What is this module about?</p>	<p>This module introduces students to the history and theory of modern propaganda. The module is structured chronologically, beginning with the emergence of mass propaganda during the First World War, then examining the 'propaganda states' of the interwar period and some propaganda campaigns of the Second World War and the Cold War. We survey the integration of propaganda into democratic politics and business practices; examine incitement and crimes against humanity in the 1990s; consider Anglo-American propaganda in the Gulf Wars; and conclude in the present with online propaganda of the 21<sup>st</sup> century. Ideas about propaganda – in relation to political power, violence, social norms, cultural habits and communications technology – are threaded through the topics.</p>
<p><b>Learning Objectives</b> What will you learn? (subject specific and transferable skills)</p>	<p>The learning objectives of this module are to:</p> <ul style="list-style-type: none"><li>a) Recognise and analyse propaganda.</li><li>b) Explain the purpose and impact of propaganda in a particular context.</li><li>c) Demonstrate subject knowledge.</li><li>d) Differentiate between sophisticated historiographical interpretations.</li><li>e) Design, create and deliver a substantive and stylish presentation.</li><li>f) Read accurately, and reflect critically upon, the content of detailed documents.</li></ul>
<p><b>Learning outcomes?</b> What will you be able to do by the end of the module?</p>	<p>By the end of this module, you should be able to:</p> <ul style="list-style-type: none"><li>a) Identify a piece of propaganda and explain its mode of operation.</li><li>b) Describe key features of the history of propaganda in the twentieth century.</li><li>c) Distinguish between the aims and effects of propaganda in several contexts.</li><li>d) Understand and summarise some key scholarly writing on propaganda in the twentieth century.</li><li>e) Assess the role that propaganda has played in several democratic and authoritarian societies.</li><li>f) Construct a presentation harnessing the different skills and talents of group members.</li></ul>

### Section 3

#### Module Teaching Team

**Module Organiser**

Dr Mark Thompson

**Seminar Tutor**

Dr Samantha Knapton

### Section 4

#### Learning Activities and Indicative Student Effort Hours

Learning Activity	Total effort hours (module)	Indicative Effort hours per week
a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	36	3
b) Pre-class preparation and follow-up study	46	4
c) Work-based or Placement Hours	0	0
d) Formative assessments/activities	20	1.6
e) Feedback/Feed-forwards sessions	See j) below	0
f) Summative assessments	40	3.4
g) Background reading	38	2.5
h) Exams	18	1.4
i) Course Tests	0	0
j) Tutorials (individual or small groups)	2	0
<b>Total effort hours (a + b + c + d + e + f + g + h + i + j) =</b>	<b>200</b>	<b>15.9</b>

### Section 5

#### Teaching Sessions

##### Introduction

Welcome to “Propaganda”. We look forward to working with you on this innovative and engaging module. You will be introduced to core concepts of propaganda, its role in modern history and how it can be studied. The topics are presented chronologically, from the early 20<sup>th</sup> century to the present day, but your attention is also drawn to continuities, changes and developments in the practices, scope and status of propaganda itself.

Each week there will be one lecture followed by a two-hour seminar. For each seminar, there will be one or two key readings, which are available via the module’s online reading list. There may

occasionally be some required watching as well. It is *essential* that you read and watch this material in advance of the teaching.

The first piece of summative assessment is a 3,000-word Essay due on 18 March – Wednesday in Week 10. You will find the list of essay questions on the module’s Blackboard site. Alternatively, in consultation with your seminar tutor, you can devise a question to reflect your personal interests.

One piece of formative assessment supports the essay: an Essay Plan with a working bibliography, due by 26 February – Wednesday in Week 7. You will find hand-outs for each of these tasks on Blackboard.

The second piece of formative work is a Group Presentation to be delivered in Week 5. You will choose your groups and topics in class in Week One. This assignment will: develop your ability to research and communicate in a team; develop your ability to synthesise complex information; and improve your ability to give a polished presentation. These are all highly transferable and useful skills that should improve your confidence at university and your employability, by providing an opportunity to be an intelligent, efficient and competent team-player.

Preparation of the Group Presentation will help with both pieces of summative assessment: the essay and the exam. In the exam, you will have two hours to answer two questions from a choice of ten.

**Assessment of the Propaganda Module is via two pieces of summative work:**

1. **Essay of 3,000 words (50%)** (Due Wednesday, Week 10).
2. **Two-hour exam (50%)** (In the exam period, between 18 May and 12 June).

You are also required to complete two pieces of **formative** work:

1. **Group Presentation** (Week 5).
2. **Essay Plan and working bibliography** (Due Wednesday, Week 7).

You will find lots of digital material on the Blackboard site.

The lecturer on this module will be Dr Mark Thompson. Seminars will be led by Dr Thompson (x 1 group) and Dr Samantha Knapton (x 2 groups).

## Section 6

### Learning Support Materials

#### Required (Key) Reading

The module’s reading list (wherein certain readings are designated as ‘core reading’) can be found via the Module’s Blackboard site. Supplementary texts can be accessed through the ‘Additional Readings’ tab on Blackboard. These lists are not comprehensive: students are wholeheartedly encouraged to look farther, and undertake independent research and enquiry.

<b>Other relevant study materials</b>	This module is run from its Blackboard site; students are encouraged to browse through the readings and familiarise themselves with the materials there.
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<b>Section 7</b>
<b>Formative Assessment</b>

Formative assessment is assessment **for** learning as opposed to summative assessment, which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

Assessment Type	Assignment Deadline	Method of submission	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Essay Plan and Working Bibliography	26 February 2020 (Week 7)	Via Blackboard	Within 20 working days	Via Blackboard	Feedback is written and, if requested, oral.  To assist students with writing style, essay structure and constructing an argument for the summative essay.

**Assignment detail (e.g. title and type, word limit, presentation length)**

Essay Plan and Working Bibliography.

Students should fill in the “Working Bibliography and Essay Plan” worksheet available via Blackboard.

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc.)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Group Presentation	10-14 February	In class	N/A	Feedback Form	Oral and written feedback. To comment on

	(Week 5)				students' presentation content and delivery. The content of the presentations will assist in revision for the essay and the examination.
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**Assignment detail (e.g. title and type, word limit, presentation length)**

Group Presentation

In small groups, students will prepare and deliver a presentation of 15 minutes. In Week One, students will choose their groups and topics. Over the following three weeks, groups should self-organise to work on their presentations, individually and together. Preparation includes:

- Meetings to agree the distribution of tasks, the integration of segments of the presentation, and for rehearsal. Each member of a group should be responsible for researching and presenting an aspect of the topic.
- Students are encouraged to produce accompanying material such as a PowerPoint presentation, perhaps video clips, and a hand-out.
- Following the presentations in seminar, there will be a chance to discuss the content of the presentation. This format will help to prepare students for future presentations that they may give in a professional environment.

## Section 8

### Summative Assessment

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment *of* learning. Summative assessment may take many different forms, including essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, and lab reports.

Assessment Type	% Weighting	Assignment Deadline	Word limit	Method of submission	Return Date of marked work	Format of feedback	Method of return
CW - Coursework	50	18 March 2020	3,000 (+/- 10%)	Blackboard	Within 20 working days	Written feedback	Marker

**Assignment title and further details:**

Essay (3,000 words).

The questions are provided on the Module's Blackboard site. Alternatively, in collaboration with their seminar tutors, students can devise their own questions.

**POLICY ON WORD-COUNT:**

In the School of History bibliographical referencing always takes the form of footnotes and they should therefore NOT be included in the word count. BUT, this does not mean that you may 'hide' words in footnotes or use footnotes for other purposes than bibliographical referencing. In the case of dissertations alone, where some discussion in footnotes may be required, any discussion in the footnotes should be included in the word count. So, our clear and consistent policy is that footnotes and the bibliography are NOT included in the word count\* (\*excepting discussion in dissertation footnotes, which should be included in the word count).

Issued by the LTQ Director, September 2013; revised, September 2018, in line with UG HIS dissertation guidelines.

Assessment Type and Sequence No	% Weighting	Length of exam	Exam series: summer/ Jan/other	Return Date of marked work	Format of feed-back	Word limit	Method of return
Examination	50	2 hours	Between 18 May and 12 June 2020		Generic exam feedback	N/A	N/A

**Detail of examination (e.g. rubric)**

Exam of 2 hours, answering 2 questions.

**Section 9**

**Mapping Assessment to Module Learning Outcomes**

Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.

Learning Outcomes	Summative Ass 1	Summative Ass 2	Summative Ass 3
Identify a piece of propaganda and explain its mode of operation.	X	X	X
Describe the history of propaganda in the twentieth century.	X	X	X

Distinguish between the aims and effects of propaganda in several contexts.	X	X	X	
Summarise scholarly writing on the subject of propaganda in the twentieth century.	X	X	X	
Assess the role which propaganda has played in several democratic and authoritarian societies.	X	X	X	



**Section 10**  
**Attribute development**

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**

Academic excellence		Critical thinking & problem solving		Learning & personal development		Digital literacy and IT	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	<input checked="" type="checkbox"/>	A capacity for independent, conceptual and creative thinking	<input checked="" type="checkbox"/>	A commitment to developing professional values, self-insight and capabilities	<input type="checkbox"/>	Confidently employ a range of digital technologies for academic and professional/ career development purposes	<input checked="" type="checkbox"/>
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	<input checked="" type="checkbox"/>	A capacity for informed argument and logical reasoning	<input checked="" type="checkbox"/>	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	<input checked="" type="checkbox"/>	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	<input checked="" type="checkbox"/>
The ability to analyse and critically engage with a wide range of concepts and ideas	<input checked="" type="checkbox"/>	A capacity for problem identification and problem-solving	<input checked="" type="checkbox"/>	Self-confidence and an ability to exercise own 'voice'	<input checked="" type="checkbox"/>	The ability to critically evaluate and engage with the information obtained	<input type="checkbox"/>
Self-management & professionalism		Team working and leadership		Communication		Applied numeracy and technical proficiency	
A capacity for taking responsibilities and ownership of actions	<input checked="" type="checkbox"/>	An ability to co-operate and collaborate with others, including working to shared aims	<input checked="" type="checkbox"/>	An ability to communicate in written form for different purposes, audiences and contexts	<input checked="" type="checkbox"/>	An ability to perform routine calculations in daily tasks and in applied contexts	<input type="checkbox"/>
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	<input checked="" type="checkbox"/>	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	<input checked="" type="checkbox"/>	An ability to communicate in person for different purposes, audiences and contexts	<input checked="" type="checkbox"/>	An ability to analyse and interpret data and evidence	<input type="checkbox"/>
An understanding of work cultures and practices, including work place professionalism	<input type="checkbox"/>	An ability to motivate and lead others, including taking the initiative and delegating when required	<input type="checkbox"/>	An ability to network effectively with others for specific purposes	<input checked="" type="checkbox"/>	Proficiency in skilled techniques used for academic and professional purposes	<input type="checkbox"/>
Career management		Commercial awareness		Innovation and enterprise		Citizenship and stewardship	
A capacity to reflect on and articulate qualities, strengths and attributes	<input checked="" type="checkbox"/>	A knowledge of the link between academic subjects and their commercial applications	<input checked="" type="checkbox"/>	The confidence to introduce and establish something new	<input type="checkbox"/>	An understanding of your place within local and global communities	<input type="checkbox"/>
The ability to research specific job and career areas	<input type="checkbox"/>	An understanding of business priorities and the needs of graduate employers	<input type="checkbox"/>	The potential to take an idea through to its practical application	<input checked="" type="checkbox"/>	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	<input checked="" type="checkbox"/>
An ability to present your experience and attributes positively to graduate employers	<input type="checkbox"/>	The ability to understand and prioritise customer needs	<input type="checkbox"/>	The potential to apply an enterprising mind-set to situations	<input type="checkbox"/>	An ability to improve the lives of others and lobby for positive change through community	<input type="checkbox"/>

## Section 11

### Module Enhancements

#### Changes made to this module in the light of student feedback and Module Review

After considering last year's student feedback, it was decided to reduce the Core Readings to a single text in some weeks.

## Section 12

### Useful Links

The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.

Students will find a number of helpful links and digital repositories on the module's Blackboard site.

[General Regulations](#)

[Attendance and Engagement & Progression \(General Regulation 13\)](#)

[Coursework Submission Process](#)

[Plagiarism and Collusion Policy](#)

[Extenuating Circumstances Policy](#)

[Senate Marking Scales \(UG and PGT\)](#)

[Support for Students with Specific Learning Difficulties \(SpLDs\)](#)

[Learning Enhancement Team \(DOS\)](#)

[Link to Past Examination Papers](#)

Other useful links and sources of information, guidance and policies can be found in the LTS Document Library. **Click this [Link](#)**