

**COURSE DATA****Data Subject**

Code	36653
Name	Journalism for equality
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1334 - Degree in Journalism	Faculty of Philology, Translation and Communication	4	Second term

Subject-matter

Degree	Subject-matter	Character
1334 - Degree in Journalism	11 - Optatividad	Optional

Coordination

Name	Department
CARRATALA SIMON, FRANCISCO ADOLFO	340 - Language Theory and Communication Sciences

SUMMARY

The subject 'Journalism for Equality' is an optional subject of the Degree in Journalism whose main objective is to provide tools to students of the degree for critical reflection and the responsible production of information content that favors relations of equality in a diverse society. . In this sense, the subject addresses journalism as a field and tool of discursive production capable of reproducing or transforming the power relations that exist in society.

The course proposes a double focus of work. On the one hand, it proposes a critical analytical approach to the role of journalism as a key agent in the representation of certain communities and minority groups, as well as in the construction of identities and social problems, especially those that affect the field of inequality. On the other, the training of future professionals in skills related to intercultural journalism and gender perspective is contemplated, with the purpose of being able to develop coverage committed to equality that allows deconstructing stories and images based on machismo and the cisheteropatriarchy.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

The need for specific prior knowledge is not contemplated, beyond that acquired during the first two years of the Degree in Journalism.

OUTCOMES

1334 - Degree in Journalism

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students should be able to work as a team, communicate their own ideas and integrate themselves into group projects aimed at achieving results.
- Students should show solidarity with people across the planet, as well as knowledge of the main cultural currents in relation to individual and collective values and respect for human life.
- Students should be able to search for, select, read, interpret and analyse both written and audiovisual texts and documents (analytically, synthetically and critically).
- Students should have initiative, creativity, credibility, honesty, leadership spirit and responsibility, both personally and professionally.
- Students should have an understanding of own and other social, historical, economic and cultural aspects within their relevant contexts.
- Students should be able to defend a culture of peace and respect for the fundamental human rights within the processes of communication, specifically in regards to equality between women and men in all types of communication (informative, interpretative, semiotic, dialogic and opinion).

LEARNING OUTCOMES

- Recognize and value the influence of journalistic discourse in the articulation of power relations in the social system.
- Determine the role of the media in the generation of discourses about the other and its sociopolitical implications.
- Compare the rhetorical-discursive devices that have traditionally been used in the media to represent



social minorities.

- Identify intercultural noises in journalistic discourse.
- Evaluate the opportunities offered by intercultural journalism as a strategy and practice in relation to the coverage of difference.
- Plan journalistic coverage that is respectful and committed to human rights.
- Create a critical attitude towards the unequal representation of social minorities, both in quantitative and qualitative terms.
- Use deontological guidelines and recommendations in journalistic production on vulnerable social groups.
- Generalize the gender perspective as a transversal criterion in the production of journalistic content.
- Practice appropriate skills for journalistic coverage of sexist violence as a social problem.

DESCRIPTION OF CONTENTS

1. Journalism and discourse

- 1.1. Media, discourse and power
- 1.2. The media construction of the other
- 1.3. The media against inequality
- 1.4. Media and hate speech
- 1.5. Discursive discrimination: invisibility, stereotypes, stigma

2. Situated Journalism

- 2.1. Commitment, social function and neutrality
- 2.2. Journalism and defense of human rights
- 2.3. Journalism and social transformation
- 2.4. Intercultural journalism
- 2.5. Diversity in the media: newsroom, actors, sources
- 2.6. Inclusive language

3. The informative treatment of vulnerable groups

- 3.1. Migrant people
- 3.2. People with disabilities
- 3.3. Homeless
- 3.4. Other vulnerable communities

4. Journalism with a gender perspective and LGBTI

- 4.1. Cisheteropatriarchal culture and media
- 4.2. Affective-sexual and gender diversity in the media
- 4.3. The journalistic representation of women
- 4.4. Women journalists in Spain
- 4.5. Coverage of gender violence



WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Development of group work	20,00	0
Development of individual work	17,50	0
Readings supplementary material	20,00	0
Preparation of evaluation activities	10,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

MD4 - Personalized and/or group tutorials

MD5 - Seminars and workshops

MD8 - Study and individual autonomous work

MD1 - Theoretical classes (lectures or expository with presentation of the students)

MD2 - Practical classes

MD3 - Debate classes

EVALUATION

First call

The evaluation will cover four areas:

- a) Final content application test: 30%
- b) Group analysis work and its presentation: 30%
- c) Individual work (reading book): 20%
- d) Participation in debates and analysis in the classroom: 20%

In the second call, all the tasks are recoverable with the exception of the note linked to the participation in the debates and analysis in the classroom. Teamwork will be elaborated individually in this second call.

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Attention:

Intellectual honesty is vital in academic communities, and for the fair assessment of student work. All work submitted for this course must be original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted.



In the case of plagiarism in a student's assessment work, this may be marked with a numerical grade of zero and lead to the suspension of the course, regardless of the disciplinary procedure that may be initiated and, if applicable, the appropriate sanction in accordance with current legislation.

The following will also be considered serious misconduct and, therefore, may result in immediate suspension from the exam session: copying or facilitating the copying of work among undergraduate students; irregularly accessing or appropriating in advance the content of a test or exam; facilitating or procuring the appropriation, alteration or subsequent destruction of the content or results of an assessable activity and impersonation of the person in exams. When the serious misconduct mentioned in this point is detected, the teacher must notify the Grade Coordination.

The presentation of work and/or exams with spelling or typographical mistakes and/or errors in syntax, coherence or writing will be penalised and may lead to the suspension of the exam.

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Basic

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Additional

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