

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

Code	44895
Name	Nuevos periodismos: complejidad y responsabilidad
Cycle	Master's degree
ECTS Credits	7.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2239 - M.U. en Nuevos Periodismos, Comunicac.Polític.Soc_18-V1	Faculty of Philology, Translation and Communication	1	Second term

Subject-matter

Degree	Subject-matter	Character
2239 - M.U. en Nuevos Periodismos, Comunicac.Polític.Soc_18-V1	6 - Nuevos periodismos: complejidad y responsabilidad	Obligatory

Coordination

Name	Department
MORENO CASTRO, CAROLINA	340 - Language Theory and Communication Sciences

SUMMARY

This subject analyses the role played by journalism and social networks in the context of a crisis of political and institutional confidence in high-risk, emergency and security situations. We will study the variables (gender, age, identity, etc.) that allow rigorous analysis of the informative frames and the professional roles in a multiplatform context. The hybridisation and dynamism of the media, entail a research effort to carry out the analysis of the images that are constructed from the media and social networks, with particular relevance in the incorporation and extension of the gender dimension and intercultural perspective.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

OUTCOMES

LEARNING OUTCOMES

1. Ability to analyse, evaluate and organise information related to crisis, risk and citizen security.
2. Ability to analyse, evaluate and organise journalism linked to public science and technology and health policies.
3. Ability to detect and analyse the discursive frameworks linked to related-safety, health and risk information to the society.
4. Ability to dissect journalistic discourses related to the construction of identities and alterities.
5. Ability to detect, evaluate and analyse sexist, racist, xenophobic and, in general, discriminatory content in media.

DESCRIPTION OF CONTENTS

1. Risk, crisis and security journalism.

Risk, catastrophe and crisis information is one of the emerging fields in the field of communication study, but there is no single explanation in this regard. Is this an update of the classic event information? Is it about assuming what Ulrich Beck and other authors have called "the risk society" and acting accordingly? Is it a new eagerness for the media to prevent catastrophes (almost always of nature, or at least of characterisation, anthropic)? Since the 1960s, the so-called crisis information was built in the information field, as a form of communicative action within organisations and specialised journalism. From a long time, and as technoscientific crises have gained space and relevance, Disaster Risk Reduction Information (IRRD) has become a program at the UN planetary scale, given that as indicated the Hyogo Framework for Action, the starting point for disaster reduction and to promote a culture of resilience around disasters lies in the knowledge about threats and physical, social, economic and



environmental vulnerabilities to disasters that most societies must face, and about the way in which threats and vulnerabilities are changing in the short and long term, followed by actions taken based on this knowledge.

Likewise, this globalised world, the gender dimensions of violence, nonviolence and post violence prevention must be introduced in each of the actions of public and communicative policies. Therefore, there must be a gender agenda both political and communicative, since gender relations and notions of masculinity can facilitate or restrict the mobilisation of people to fight for their rights, for the prevention of conflicts and peacebuilding.

2. Science and health journalism.

3. Journalism, identities and interculturality.

4. Journalism and gender perspective.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	44,00	100
Attendance at events and external activities	6,00	0
Development of group work	15,00	0
Development of individual work	25,00	0
Study and independent work	25,00	0
Readings supplementary material	25,00	0
Preparation of evaluation activities	3,00	0
Preparation of practical classes and problem	2,00	0
Resolution of case studies	2,50	0
Resolution of online questionnaires	2,50	0
TOTAL	150,00	

TEACHING METHODOLOGY

1. Methodology of masterclasses



2. Oral presentations of materials from students
3. Debates
4. Data search
5. Reading, synthesis and critical analysis of texts
6. Attendance and active participation in workshops, seminars and conferences
7. Training activities in practice centres, with monitoring supervisors (master's internships)

EVALUATION

1. Ongoing assessment between 0% and 30%.
2. Exams with written or oral response between 30% to 50%.
3. Evaluation of attendance and participation in cooperative assignments, debates, seminars, workshops and conferences between 0% and 30%.
4. Evaluation of assignments between 30% and 50%.

REFERENCES

Basic

- BECK, Ulrich: La sociedad del riesgo global. Madrid, Siglo XXI, 2002.
- LOZANO, Carlos, SÁNCHEZ, María Luisa y MORALES, Enrique (2017): Periodismo de riesgo y catástrofes: en los telediaris de las principales cadenas de televisión en España. Madrid. Fragua.
- MORENO, Carolina (2009): Comunicar los riesgos. Ciencia y tecnología en la sociedad de la información. Madrid. Biblioteca Nueva.
- LAGADEC, Patrick: La Civilización del riesgo. Catástrofes tecnológicas y responsabilidad social. Madrid, Editorial Mapfre, 1984.



MEIRA, Pablo (2008): Comunicar el Cambio Climático. Escenario social y líneas de actuación. Madrid, Ministerio de Medio Ambiente y Medio Rural y Marino.

PONT, Carles: Comunicar las emergencias. Actores, protocolos y nuevas tendencias. Barcelona, UOC, 2013

CAMPS, Sibila: Periodismo sobre desastres. Cómo cubrir desastres, emergencias y siniestros en medios de transporte. Buenos Aires. Eudeba, 2018.

Additional

- YOE, Charles (2019) Principles of risk analysis: decision making under uncertainty. CRC press.
- KRAUSE, Jana (2019): Gender Dimensions of (Non) Violence in Communal Conflict: The Case of Jos, Nigeria. Comparative Political Studies, 2019, p. 0010414019830722.
- SÁNCHEZ, María Luisa (2006): La información especializada en la gestión de la crisis. Madrid. Fragua.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. Contenidos

Se impartieron todas las sesiones del módulo, excepto una clase de tres horas, de la que la profesora había impartido otras dos sesiones, por lo que envió a los estudiantes algunos artículos para que reflexionaran sobre ellos. No ha habido afectación en esta materia por la crisis del coronavirus.

2. Volumen de trabajo y planificación temporal de la docencia

No ha habido afectación en la docencia. La coordinadora del módulo está en contacto con el estudiantado a través del aula virtual y a través de tutorías online.

3. Metodología docente

No ha habido afectación en la docencia

Se han solicitado un ensayo, y dos prácticas para que los estudiantes entreguen.

Todos los trabajos son individuales.



4. Evaluación

En todo este módulo, solo hubo una sesión de 3 horas que no se pudo impartir, por tanto, todas las actividades previstas, se pudieron realizar, excepto el examen, se ha cambiado por un ensayo personal.

Así está recogida la evaluación en la guía docente:

1. Evaluación continua entre el 0% y 30%
2. Exámenes con respuesta escrita u oral entre el 30% al 50%
3. Evaluación de la asistencia y participación en trabajos cooperativos, debates, seminarios, talleres y conferencias entre el 0% y el 30%
4. Evaluación de trabajos de curso entre el 30% y el 50%

Así es como se va a llevar a cabo no presencialmente.

1. Se cambia el examen por un ensayo personal que supondrá el 50% de la nota.
2. Evaluación de la asistencia y participación en trabajos cooperativos, debates, seminarios, talleres y conferencias entre el 20% (Durante el periodo de docencia presencial).
4. Evaluación de trabajos de curso entre el 30%

5. Bibliografía

Se mantiene la bibliografía que cada profesor había impartido durante sus sesiones.