

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

<b>Code</b>	44895
<b>Name</b>	Nuevos periodismos: complejidad y responsabilidad
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	7.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

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

**Subject-matter**

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

**Coordination**

<b>Name</b>	<b>Department</b>
CANO ORON, LORENA	340 - Language Theory and Communication Sciences

**SUMMARY**

The course will cover various topics related to journalism in different contexts and perspectives. Key aspects of science and health journalism will be studied, including research, methodologies and professional practices, as well as current challenges in the communication of science and health issues. In addition, risk, crisis and security journalism will be explored, analyzing how risk and emergency situations are reported, and reflecting on the role of journalism in disaster reduction. The course will also address the gender perspective in journalism, examining the relationship between communication and gender, as well as the inclusion of gender in journalistic discourses. Finally, intercultural journalism and its importance in the construction of identities and in overcoming stereotypes and prejudices will be explored. Through critical discourse analysis, we will seek to understand how journalism can contribute to inequality or promote diversity and inclusion.



## 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

### 2239 - M.U. en Nuevos Periodismos, Comunicac.Polític.Soc\_18-V1

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Show sensitivity for work carried out with rigor, commitment and emphasis, by using inclusive, non-sexist and non-discriminatory language.
- Be able to detect and analyse communication-related issues arising in different modes of social relations and political activity.
- Identify, analyse and integrate the diversity of positions and interests of the actors involved in the communicative relations analysed, including the position and interests of the person carrying out the sociocommunicative research.
- Be able to construct solid arguments that provide evidence on different communicative realities.
- Be able to detect and analyse issues related to communication in the form of information, propaganda, communicative action or publicity, among others.
- Develop the capacity to adapt to possible organisational, time or availability limitations of material and/or personal resources in the field of intergroup and mass communication.
- Respect and promote fundamental rights, equal opportunities and non-discrimination on the grounds of economic status, ethnic origin, sexual orientation or beliefs.
- Respect and promote the principles of equality between men and women, universal accessibility for people with functional diversity, democratic values, the culture of peace and sustainability.
- Be able to locate, produce and manage information sources of all kinds in order to deal with information action on relevant social issues, such as freedom and safety, health, politics, cultural activity, communicative action, etc., by integrating information, communication and organisation technologies into the process.
- Be able to establish and delimit the profiles of rigorous and quality journalism in all kinds of fields but especially in those emerging from contemporary social reality in terms of sources, protocols of formulation, professional ethics and public responsibility.



- Be able to apply quantitative and qualitative sociocommunicative research methodologies and techniques in the field of new journalism and political communication.
- Be able to carry out theoretical work in the specific field of communication and journalism.
- Be able to carry out practical work adapted to real communicational environments with specificity in the fields of political communication and/or new journalistic specialisations, by applying the knowledge, skills and abilities acquired.

## 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. Science and health journalism

This topic will explore the different approaches in science communication and journalism research at national and international level. Different methodologies used in this area will be presented, as well as representative studies. The different categories of scientific journals and the concept of Open Access will be studied. In addition, the practical version of science journalism will be addressed, examining common mistakes and focusing on health journalism. Current approaches in communication and health research will also be analyzed, with emphasis on misinformation and COVID-19.



## **2. Risk, crisis and security journalism**

Risk, disaster and crisis reporting is an emerging field in communication, but there is no single explanation for this. Questions arise as to whether it is an update of event reporting, an assumption of the risk society or a new media approach to disaster prevention. Over time, crisis reporting has developed as a form of communication in organizations and specialized journalism. With the rise of techno-scientific crises, Disaster Risk Reduction Information has become a global UN program. In this context, we will explore how risks, emergencies and catastrophes are reported, and discuss what reporting should look like in these cases.

## **3. Journalism and gender perspective**

This module will explore the importance of gender in the study, understanding and critique of communication and the ethical responsibility of communicators in the dissemination of information and representations. Topics such as the relationship between communication and gender, language and gender, language and power, the power of the signifier, the evolution of the sex/gender system and the notion of gender as a technology and ideological instance, gender and biopower, control society and strategies of fear will be addressed. In addition, the commitment of journalism to the gender perspective will be examined, highlighting historical references in the profession that have promoted journalism of equality. Self-regulatory measures, such as style books, manuals and observatories, will also be analyzed to promote the inclusion of gender in journalistic discourses, both in text, graphics and audiovisual media. The #LasPeriodistasParamos movement and the new professional initiatives that have emerged, including associations, media, sections and editorial roles, will be contextualized.

## **4. Journalism, identities and interculturality**

Ethnocentric reporting or so-called intercultural misunderstandings in journalism distort our perception of other cultures and perpetuate inequalities. Intercultural journalism emerges as a practice that seeks to overcome these obstacles, recognizing diversity and questioning the division between "us" and "them". This journalistic modality constitutes a practice aimed at overcoming the intercultural noises that we can recognize in stereotypes, prejudices, euphemisms and stigmas, approaching with rigor, and recognizing the value of diversity, those realities crossed by sociocultural axes or variables commonly constituting discrimination. Through the critical analysis of journalistic discourse, we explore the possibilities of combating inequality in a context marked by the growth of hate speech in the media.

**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
<b>TOTAL</b>	<b>150,00</b>	

**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

- Individual work: 80%.
- Class participation and dynamic activities: 20%.
- It is necessary to attend 80% of the classes in order to be evaluated for the course.

ATTENTION: Work, exams or any other activity that students prepare for their teaching assessment must be original, without plagiarism or improper use of artificial intelligence. The detection of plagiarism, as a serious offence, will result in the immediate suspension of the respective call of the course. Copying or facilitating the copying of work between students on the degree course, irregularly accessing or appropriating the content of a test or exam in advance, facilitating or procuring the appropriation, alteration or destruction of the content or results of an assessable activity and impersonation in exams will also be considered serious misconduct, and will therefore lead to immediate suspension from the exam session. When the serious misconduct mentioned in this point is detected, the lecturer must inform the degree coordination office.

ATTENTION: Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. No student shall engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

## REFERENCES

### Basic

- Bernal-Triviño, A. (2019). Hacia una comunicación feminista. Cómo informar e informarse sobre violencia machista. Barcelona: UOC
- Cano-Orón, L. y Moreno Castro, C. (2019). Construcción periodística de la salud mental y actitud de los españoles en la búsqueda y producción de información digital. Valencia: Federació Salut Mental Comunitat Valenciana.
- Carratalá, A. (2017). El tratamiento de colectivos vulnerables en el periodismo de Sociedad en B. Peña Acuña & J. J. Jover López (coords.): Periodismo especializado Tomo II /Specialized Journalism Volume II. Madrid, ACCI, pp. 71-98. ISBN: 978-84-16549-78-8.
- Carter, C., Steiner, L. y Allan, S. (eds.) (2019). Journalism, gender and power. Abingdon and New York: Routledge.
- Martínez Gallego, F.A. (2024): Informar (y desinformar) sobre emergencias y catástrofes. Madrid: Fragua.
- Moreno-Castro, C. (2011). Periodismo y divulgación científica. Tendencias en el ámbito iberoamericano. Madrid: Biblioteca Nueva/OEI.
- Rodrigo Alsina, M., & Gaya Morla, C. (2011). Medios de comunicación e interculturalidad. Cuadernos.info, 14, 105-110. <https://doi.org/10.7764/cdi.14.186>
- Scheufele, D. (2014). Science communication as political communication. Proceedings of the National Academy of Sciences, 111(Supplement 4), 13585-13592.



### Additional

- Bach, M., Altés, E., Gallego, J., Plujà, M., y Puig, M. (2000). El sexo de la noticia. Reflexiones sobre el género en la información y recomendaciones de estilo. Barcelona: Icaria.
- Baer, H. (2016). Redoing feminism: Digital activism, body politics, and neoliberalism. *Feminist Media Studies*, v. 16, n. 1, pp. 17-34.
- Casino, G. (2015). Epidemiología y periodismo: encuentros y desencuentros. *Quaderns de la Fundació Dr. Antoni Esteve*, (32), 1-9.
- Caro-Castaño, L. (2015). Construir y comunicar un nosotras feminista desde los medios sociales. Una reflexión acerca del feminismo del hashtag. *Commons: Revista de comunicación y ciudadanía digital*, v. 4, n. 2, pp. 124-154.
- De Miguel Pascual, R.; Parratt-Fernández, S. y Berganza, R. (2019). Las percepciones de las mujeres periodistas sobre su trabajo. La variable género en la cultura profesional. *Revista latina de comunicación social*, pp. 1818-1833.
- Israel Garzón, E. (2006). *Comunicación y Periodismo en una Sociedad Global: Comunicar la diferencia*. México: Trillas.
- Menéndez Menéndez, I. (2017) Entre el neomachismo y el retrosexismo: antifeminismo contemporáneo en las industrias culturales. *Prisma Social. Revista de Ciencias Sociales*, Vol. Esp. 2, Fundación para la Investigación social avanzada, pp. 1-30.
- Moreno-Castro C.; Vengut-Climent, E.; Cano-Orón, L. & Mendoza-Poudereux, I. (2020). Estudio exploratorio de los bulos difundidos por WhatsApp en España para prevenir o curar la COVID-19. *Gaceta Sanitaria*