DEGREE IN: JOURNALISM

1. GENERAL DETAILS OF THE SUBJECT

Name: **COMMUNICATION FOR SOCIAL DEVELOPMENT**

Level: FOURTH   Semester: SECOND

Type (Basic/Compulsory/Elective subject): Elective subject

Weekly class hours: 4   Credits (ECTS): 6
Year of Study Programme: 2010

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2. DESCRIPTION

In this course, the reality will be narrated through human stories, with names and surnames; the students will identify problems, changes, trends and statistics of the society, given that the journalism is social and human. We can write an article with data about the millions of people who are hungry in our planet, but this will not make the population think about it if we do not narrate particular situations in which those figures are reflected on and make us feel that those hungry people could be us or our family. It is understood that the essential aim of the informers and their communication media consists of reporting the system's injustices, revealing its mistakes and perversions; supporting people and social groups suffering from discrimination, and inequality, by giving them the space to rise up their voices; and publishing and transmitting the positive initiatives which may contribute to the progress of our planet. We believe in journalism and communication not only as mirrors but also as active tools to build a fairer society, which is also responsible and inclusive, in which everyone has an appropriate place. Therefore, the journalist must assume a great responsibility as a witness, analyst, and actor, because they are in charge of making people and communities visible and able to participate in public opinion debates equally. Social journalism aims at ensuring that everyone is recognized as an individual and recovers dignity and humanity for those who have been denied. In this way, any topic is involved in the **Communication for Social Development** field if people are considered the main characters. **Respecting each other is the key.**

3. SITUATION

Previous knowledge and skills:

An open and flexible mind, curiosity, will to empathize, putting oneself in the other's place, ability to listen to others, are necessary skills/attitudes. It is also essential to have general cultural on social issues, to follow the trends of local, national and international news, and to have good oral and written expression skills. It is crucial to respect each other as well as foster a safe space to express thoughts freely without being judge. Finally, students should have the will to be involved in the class dynamic and share thoughts in order to encourage an environment of participation.

Recommendations:

We will need to bring personal computer or tablet. It is necessary to follow the press daily with critical attitude to reflect on the media treatment of social issues.

Adaptation for students with special needs:

All those who have any type of special needs with respect to hearing or vision will be assigned tasks that will adapt to these needs. In the same way, any other type of special need regarding people with functional diversity will be attended and adapted according to their requirements in order to facilitate their inclusion in the development of the subject and the proposed activities.

4. OBJECTIVES AND COMPETENCIES

GENERAL OBJECTIVES

As main general objectives, the course seeks to:

- Introduce the student to the study of communication from the perspective of fundamental rights and social change
- Develop the epistemological foundations of the Communication for Social Development and its functions.
- Generate analytical and critical capacity with respect to media routines.
- Train local development agents in the use, planning and application of communication policies for social development.

SPECIFIC OBJECTIVES

- To study the history and the concept of development and its epistemological implications.
- Address the notions of gender and diversity in the context of development and communication.
- Know the main international institutions, NGO and media in the fields of communication, development and cooperation.
- Manage the bibliography on communication, development and cooperation.
- Critically analyze practices of communication for social development.

SPECIFIC SKILLS

- Ability to reflect on communication, not only as a professional practice, but also about its role, transcendence, projection and consequences in different aspects: individual, social, cultural and political.
- Ability to design new strategic models of visual communication and its implementation in print and digital media.
- Ability to use technologies and informative techniques in their modern combined and interactive forms (multimedia).
- Understanding data and mathematics operations in media, and abilities to use data and statistics in a proper and understandable way for its delivering.

- Ability to experiment and innovate through knowledge and use of techniques and methods applied to processes, and abilities to independent learning, change adaptation and daily improvement through creativity.

TRANSVERSAL GENERIC SKILLS

- Apply the basic knowledg of every section in the subject in a professional way and having the skills through solving problems in the media industry.
- Ability to gather and interpret relevant information to give opinions which include a reflection about relevant issues socially, scientifically or ethically.
- Develop learning abilities to start further studies independently.
- Ability to use search resources.

5. COURSE CONTENTS OR THEMATICS SECTIONS

SECTION I: GENERAL INTRODUCTION: COMMUNICATION AND DEVELOPMENT

SECTION II: COMMUNICATION FOR SOCIAL DEVELOPMENT WITHIN A GLOBAL CONTEXT

SECTION III: EDUCATION FOR DEVELOPMENT

SECTION IV: COMMUNICATION AND GENDER EQUALITY

SECTION V: COMMUNICATION, DEVELOPMENT AND NEW TECHNOLOGIES

6. LIST OF TOPICS

SECTION I: GENERAL INTRODUCTION: COMMUNICATION AND DEVELOPMENT

SECTION II: COMMUNICATION FOR SOCIAL DEVELOPMENT WITHIN A GLOBAL CONTEXT

1. Human rights
2. Kids and old people
3. Poverty, discrimination and prisoners
4. Addictions
5. Functional diversity
6. Migration, refugees, foreigners, ethnic minorities…
7. Employed and unemployed people
8. Religions and atheism
9. Social conflicts, war and natural disasters

SECTION III: EDUCATION FOR DEVELOPMENT

SECTION IV: COMMUNICATION AND GENDER EQUALITY

1. Sex and gender
2. Women and feminist movement
3. LGBTIQ+ people
4. Spanish legislation

SECTION V: COMMUNICATION, DEVELOPMENT AND NEW TECHNOLOGIES

7. METHODOLOGY AND TEACHING TECHNIQUES

Lessons will be practical and dynamic. After the first section of introduction, we will tackle on different topics from a practical perspective based on debate. Students should read the articles selected by the teacher and analyze it in order to discuss them in the next class. The main goal of this dynamic is to encourage students to read news, face the reality of journalism and the way to tackle on the topics exposed in class. Lessons will be practical and dynamic. After the first section of introduction, we will tackle on different topics from a practical perspective based on debate. Students should read the articles selected by the teacher and analyze it in order to discuss them in the next class. The main goal of this dynamic is to encourage students to read news, face the real journalism and the way that journalist have to tackle on the topics outlined in class. This way, we will be able to critice the practices and conclude the best method to write about vulnerable collectives and topics.

Lessons structure per topic:

1. Brainstorming
2. Theoretical concepts
3. Practical examples and discussion: analysis of news related to the topic
4. Individual and group work:
    a. The individual work consists of an analysis of a news article related to the topic (one work per topic) that will be exposed and discussed in class.
    b. The group work will be presented at the end of the course. The group (2-3 people) will choose a topic and elaborate a proposal for a handbook of good practices to tackle on the topic selected.

8. ASSESSMENT CRITERIA

The Option A will be performed as long as the students fulfilled a 75% of attendance. Those who do not attend at least 75% of the contact hours in the classroom will have to follow Option B. In order to pass the course, all the assignments and tests have to reach a minimum grade of 5 points in a scale of 0-10.

OPTION A

Attendance >75%

1. Individual mandatory work. Activity value: 0 up to 30%.
2. Group mandatory group. Activity value: 0 up to 50%.
3. Face-to-face discussion lessons or/and attendance. Activity value: 0- up to 20%.

OPTION B

Attendance <75%

1. Individual mandatory work (the same work that it is done in group in the Option A). Activity value: 0 up to 50%.
2. Final exam: theoretical concepts and present events. Activity value: 0 up to 40%.
3. Face-to-face discussion lessons or/and attendance to tutorships. Activity value: 0- up to 10%.

*The second and third citation will be assessed by the Option B

9. REFERENCES

Specific

- Campbell, C.P. (2012). *Race and news: critical perspectives*. Routledge. https://doi.org/10.4324/9780203876855
- Carter, C., Steiner, L., y Allan, S. (2019). *Journalism, gender and power*. Routledge.
- Carter, C., Branston, G., & Allan, S. (1998). *News, gender, and power*. Routledge.
- Clarke. (2014). *Journalism and political exclusion: social conditions of news production and reception*. McGill-Queen's University Press.
- De Vuyst, S. (2020). Is journalism gender e-qual? En S. De Vyst (Ed.). *Hacking Gender and Technology in Journalism* (pp.35-50). Taylor & Francis.
- Hall. (2009). *African American journalists autobiography as memoir and manifesto*. Scarecrow Press.
- Krebs, P. (1999). *Gender, race, and the writing of empire: public discourse and the Boer War*. Cambridge University Press.
- Lovheim. (2013). *Media, religion and gender: key issues and new challenges*. Routledge. https://doi.org/10.4324/9780203521748
- Pate, A.M. (2015). *Social media as a tool for engaging participants in research: experiences of gender inequality in journalism*. SAGE Publications.
- Rush, Oukrop, C. E., Creedon, P. J., Albers, J.-A. H., Allen, M. L., & Andsager, J. L. (2004). *Seeking Equity for Women in Journalism and Mass Communication Education: A 30-year Update*. Routledge.
- Witt, P. (2016). *Communication and learning*. De Gruyter Mouton. https://doi.org/10.1515/9781501502446

General

- Lennie, & Tacchi, J. (2013). *Evaluating communication for development: a framework for social change*. Routledge. https://doi.org/10.4324/9780203078495
- McAnany. (2012). *Saving the world a brief history of communication for development and social change*. University of Illinois Press.
- Servaes. (2008). *Communication for development and social change* (2nd ed.). SAGE.
- Wilkins, Tufte, T., y Obregon, R. (2014). *The handbook of development communication and social change* (1st ed.). Wiley Blackwell.

Others (web addresses, etc)

- https://unesdoc.unesco.org/ark:/48223/pf0000243986
- https://rm.coe.int/16804915c0
- https://eige.europa.eu/gender-mainstreaming/good-practices/about