

DEGREE: DEGREE IN JOURNALISM

1. GENERAL DETAILS OF THE SUBJECT

Name: **COMMUNICATION FOR SOCIAL DEVELOPMENT**

Level: Fourth

Term: Spring

Type: ☐ Basic

☐ Compulsory

☒ Elective subject

Credits (LRU / ECTS): 6

Theoretical credits: 1

Practical credits: 5

Year: 2010

Lecturers: Eduardo del Campo Cortés / Jesús Ollero Pascual

E-mail: eduardo.delcampo@eusa.es / jesus.ollero@eusa.es

2. DESCRIPTION

In this course we're going to explain reality through human stories, with names and faces of the people who experience and are behind of the problems, changes, trends and figures of our society, as journalism it's social and human by definition. We can write a long feature with many numbers about the millions who are starving in the world, but it won't shake the conscience of public opinion if we don't tell concrete individual cases that show us the real meaning of statistics and make us feel that this child facing famine in Sudan, for example, could be, or it's, our child. The core mission of journalists and their media it's to denounce the injustices of the system; reveal its failures and perversions; support, by echoing their voices, the individuals and groups who suffer discrimination and inequality, and spread the news of positive actions which contribute to the progress of our world. We believe in journalism and communication not only as a mirror but also as an active tool to build a fairer society, more responsible and inclusive, where everyone has a place with dignity. In that road, journalists must exert a great responsibility as witnesses, analysts and actors. On their work depends that neglected persons and communities become visible and participate in the public debate in equal conditions. Social journalism, in this way, tries that the 'nobody' become 'someone', and retrieves the humanity of those who were deprived of it. In that sense, any subject falls within our field of action in this course if we tell it by putting people in the center of the stage as main characters. Respect for the other, the different, is the key of everything in our job.

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 important to have general culture on social issues, to follow the trends of local, national and international news, and to have good oral and written expression skills.

RECOMMENDATIONS:

We will need to bring personal computer or tablet, photographic camera (even the camera of the mobile phone would suit) and recorder. Please do not use the mobile in class, except for cases of necessity and, logically, for the exercises of the course. 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 (FOREIGN STUDENTS, STUDENTS WITH SOME KIND OF DISABILITY):

Lessons and assessments will be adapted in case of students with special needs.

4. SKILLS

SPECIFIC SKILLS

- Ability to organize complex communicative knowledge in a coherent way and related it with different disciplines.
- Ability to present the results of the research in an oral, written, audiovisual or digital manner.
- Ability to comment and edit correctly texts, pictures or other media productions related to information and communication.
- Ability to manage informative and communicative technologies according to academic standards.
- 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 understand the messages of journalistic information and the processes of the agenda setting.
- Ability to communicate in the language of each of the traditional media (press, photography, radio, television), in their modern combined forms (multimedia) or new digital media (internet), through hypertextuality.
- Ability to use computer systems and resources and their interactive applications.
- Ability to design new strategic models of visual communication and its implementation in print and digital media.
- Ability to apply ethics and professional deontology in the visual treatment of journalistic information, as well as to verify the information.

TRANSVERSAL GENERIC SKILLS

- Analytical skill to analyze, understand and synthesize information about complex realities.
- Creativity to find and develop stories until their publication in a professional way.
- Discipline to meet deadlines under pressure.
- To develop those learning skills necessary to undertake later studies with a high degree of autonomy.
- -Ability to apply an entrepreneurial spirit to every project in order to put it into practice.
- To be able to transmit information, ideas, problems and their solutions, orally or in writing, to a public both specialized and non-specialized.
- Know how to use search tools for documentary and bibliographic resources.
- Ability to work independently and as a team.

5. OBJECTIVES

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.
- Critically analyze communication practices for development.

6. METHODOLOGY AND TEACHING TECHNIQUES

METHODOLOGY

Lessons will be very dynamic and practical, stimulating students' participation. In the beginning of the classes, students will read/watch, comment and debate outstanding works from international authors, which will open the explanations from the professor about his professional experience on every issue of the program. We will analyse current local, national and international news in search of possible stories for the course's works, and study the evolution of the journalistic market for journalists specialized in social and development issues. Students will make frequent presentations about the evolution of their projects and their final results. We will comment and edit stories as a group, before their publication, encouraging mutual help, and the exchange of materials and contacts. The professor will organize, according to the availability of the students' schedule, visits outside the campus to do practical field exercises and to explore events and exhibitions which might be helpful for our course. We'll work in all the phases of the production of a journalistic feature, from its inception to its publication, and debate on the ethics of journalism. Readings will be proposed and we will meet with different professionals who describe their experiences and help the students with their career' goals.

TEACHING TECHNIQUES

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Master class and discussion | <input checked="" type="checkbox"/> Tutorial session | <input checked="" type="checkbox"/> Practical lessons |
| <input checked="" type="checkbox"/> Visits and trips | <input checked="" type="checkbox"/> Reading test | <input type="checkbox"/> Others: _____ |

7. LIST OF TOPICS

The following theoretical and practical topics will be developed in a combined way throughout the 15 weeks of the course, emphasizing them according to the needs of the students' projects.

- 1. Human Rights.** The starting point of our subject will be to explore Human Rights and the international legal framework. From them we can detect when violations occur, and which social groups are discriminated against.
- 2. Laws in Spain.** Much of social journalism is related to problems in the application of law and the search for justice by victims of abuse. We will have an insight to the main stages of a judicial process.
- 3. Reality versus stereotype.** Social journalism is a tool to understand a complex world, so it becomes a perversion when it serves to perpetuate biased images. Review of the most common prejudices about different groups.
- 4. Historical precedents of reporting for social justice.** Male and female masters of journalism who devoted their work to denounce social injustices and abuses in the 19th and 20th centuries, using tactics of infiltration, immersion and camouflage, from Magda Donato in Spain to Günter Walraff in Germany.
- 5. Women.** Women are more than half of humankind, but in many countries they continue to suffer great discrimination under the yoke of the patriarchal and macho patrons; in some areas, they are even considered inferior beings, of second category. But this discrimination is not only evident in places where fanaticism reigns; even in the democracies of the West, women have not yet reached full equality. Journalism in this context becomes a fundamental means to expose and correct inequalities.
- 6. Children and the elderly.** At both ends of the temporal arc of life, children and the elderly are not usually heard and taken into account in society. We will explain the specific rights that protect them and we will look for stories that include them and give them an active role, on an equal basis. In the field of education, we will

deal with education in values, educational journalism, Ivan Illich's de-schooling model, Paolo Freire and the pedagogy of questioning, Edgar Morin and the education of the future, and some models of educational television in the world.

7. Poor, excluded, imprisoned. The causes of poverty, the circumstances of those who survive in the margins of society and initiatives aimed at their integration. How's the life of the homeless. Educational deficiencies as the origin of exclusion. The inmates.

8. Physical and mentally handicapped. Hundreds of thousands of people in Spain have a disability, which in many cases makes their lives extremely difficult, but in others does not prevent them from pursuing a profession and having a family. We will show the different nuances, grades and variants of the disability, emphasizing the denunciation of the obstacles to mobility and integration that they still suffer, and how to explain their situation fairly to end the prejudices that affect them, especially to people with psychic disorders.

9. Illness and medical research. The field of medicine, health, hospitals and socio-health care in general provide endless stories for social journalism, from the point of view of the patients and their families, as well as the workers and relatives who care for them, researchers, public administrations or pharmaceutical companies.

10. Migrants, refugees, foreigners, ethnic minorities, gypsies. Immigrants in Spain and young Spanish immigrants. The main migratory exodus in the world, its routes, the norms that affect them. Spanish and international borders and migration policies. The impact in the countries of origin, transit and destination. The Andalusian case: the Strait of Gibraltar, Ceuta and Melilla. The life of foreign workers, with and without permits. The human benefits of migration. Xenophobia. The ethnic minorities, and the case of gypsy people.

11. Workers and unemployed. Earning a living is a central theme of existence. We will address different issues and situations related to work, and the absence of it, focusing on the effects of the economic crisis and social and political movements. Exploitation, precariousness and new forms of slavery. Cooperatives and social enterprises. The Third Sector. The entrepreneurs. Innovative business.

12. Families. The different kinds of families and the problems that affect them in their daily lives. Controversies on abortion, gender roles or the reconciliation of work and family life. Domestic violence. The male chauvinism.

13. Religions and atheism. Basic history of religions. Atheism. Journalistic relations with different faiths and communities of believers and non-believers. The power of churches and religious authorities. The treatment of religious rites. The marginalization of minorities. The necessary criticism.

14. Sex and gender. The dimensions of sexuality and how to inform about it in a natural and unprejudiced way. Heterosexuals, homosexuals, transsexuals and other forms of identity. Historical evolution of the treatment of gays, from brutal repression to normalization. Countries where homosexuality it's punished. The case of the transexuality protocol in the Andalusian schools.

15. Ideologies and power. Thinking differently has always been a reason for exclusion in totalitarian societies. The importance of pluralism and the value of dissidents. Respect for the other. Relations with power: the journalist as an independent and vigilant witness. Parties, unions and employers. Institutions. Issues related to the security forces. Allegations of police abuses and torture.

16. Information sources. Our range of sources of information has to be as broad and diverse as society itself: we have to resort to formal sources in trade unions, associations, parties, companies, NGOs, doctors, teachers, police or researchers, but also make the effort to go to other important but less visible sources, such as individuals or small associations, immigrants, workers or any other collective. The importance of including expert voices to contextualize and explain problems, and the obligation to contrast versions and points of view.

17. Positive complaints and initiatives. Stories of improvement. How to make a difference with our social reporting. Detect and explain positive initiatives of social progress: ethical and fair trade; social enterprises of the Third Sector; rehabilitation therapies; stories of success.

18. Write in motion. How do I catch the attention of the reader / listener / viewer? Human interest. Narrative resources. The script of a book and a documentary. In present time or in the past: the point of view and the tone. Sketches from life. The memory. What gender to choose: feature, chronicle, interview, news. Editing the raw text. Frequent mistakes and how to avoid them and correct them.

19. **Multidisciplinary training.** Enrich journalism with the vision of anthropology, law, history, fine arts, literature, economics, ecology, physical sciences. The importance of languages and nonverbal communicative skills.

20. **From idea to publication: how to plan and execute a project.** Selection and hierarchy of news. Identification of the theme, story and route. The art of timing: how to choose the right moment. Sources of documentation. How to set your own agenda. Search for contacts. Field work. Writing, editing, verification, revision, postproduction. The sale and marketing of written and audiovisual works, identifying the media that best fit each pitch or proposal. Publication, promotion, broadcasting. Feed-back with the public and with the people who have collaborated in the project.

21. **The coverage of social conflicts, wars and natural disasters.** Risks assessment. Protection measures. Health precautions. Emergencies. Diplomatic support. Insurance.

22. **Journalistic ethics and corporate social responsibility.** The relationship with the protagonists of the story. The social utility of journalism. The need for reciprocal hospitality. The danger of bribing the journalist for commercial and political interests. Dealing with lobbyists. Rights and duties. Tricks to get what we want. The ethical and the unethical. What is the limit? Corporate social responsibility (CSR) of companies.

23. **Psychological aspects.** Fighting our own prejudices. The need to build bridges of communication. Customs and traditional red lines of our interlocutors. Empathy in the interview. Negotiation skills. The control of stress. The ability to understand.

24. **Sources to finance our projects.** Personal resources; credits; sponsorship from corporations, public institutions and individual patrons; entities and universities granting fellowships; hospitality of NGOs; paid field visits organized by companies, governments, festivals, professional meetings, international institutions, and the price of losing independence; crowdfunding; negotiation of expenses covered by the media outlet that commits the assignment; partners; advertisers; journalistic awards.

8. REFERENCES

SPECIFIC

- Armada, A. (2001): *España de sol a sol*. Barcelona, Altair.
- Belda García, L. M, Maíllo Belda, J.E, Prieto Ampudia, J.M (2007): *Periodismo social: el compromiso de la información. Libro de estilo*. Madrid, Servimedia.
- Del Campo, E. (2007): *Odiseas. Al otro lado de la frontera: historias de la inmigración en España*. Sevilla, Fundación José Manuel Lara.
- Del Campo, E. (2009): *De Estambul a El Cairo*. Córdoba, Editorial Almuzara.
- Del Campo, E. (2014): *Maestros del periodismo*. Madrid, Libros de FronteraD/Jot Down Books.
- Hersey, J. (1946): *Hiroshima*. New York, The New Yorker.
- Illich, I. (1972): *Deschooling Society*. New York, Harrow Books.
- Kapuscinski, R. (2001): *The Shadow of the Sun [Ebony]*. New York, Knopf.
- Kapuscinski, R. (2009): *The Other*. London, Verso.
- Morin, E. (2001): *Seven Complex Lessons in Education for the Future*. París, Unesco.
- Salgado, S. (2000): *Éxodos*. Madrid, Fundación Retevisión, Madrid, 2000.
- Subirats, M.Brullet C. (1988): *Rosa y Azul. La transmisión de los géneros en la escuela mixta*. Madrid, Instituto de la Mujer, Serie Estudios, nº19.
- Traoré, M. (2014): *Partir para contar*. Logroño, Editorial Pepitas de Calabaza.

GENERAL

- Kerrane, K., y Yagoda, B. (1997), editors: *The Art of Fact, a Historical Anthology of Literary Journalism*. New York, Touchstone.

9. ASSESSMENT CRITERIA

As the approach of this course is practical and is oriented to ensure that the student may acquire basic competences and skills to perform professional journalism in the field of social development, the assessment will be made mainly through several journalistic works. These projects and their presentations in the classroom will count towards the 60% of the final grade. Attitude, tests, exercises and active participation will make for the other 40%. Those who do not attend at least 75% of the contact hours in the classroom will have to follow Option B and do the required works plus conduct a final exam with theory and practical cases. 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%) | |
| Attitude, tests, exercises, participation | 40% |
| Essays | 60% |

OPTION B

| |
|---|
| Attendance (< 75%) |
| Final exam (20%) + Essays (60%) + Exercises (20%) |

10. TEACHING ACTIVITIES

| ECTS | |
|-------------------------|-----|
| Lessons (6 * 10) | 60 |
| Students' work (6 * 15) | 90 |
| TOTAL (6 * 25) | 150 |

| | Theoretical sessions | | Practical sessions | | Activity | | | Exams | | Units |
|----------------------|----------------------|----------------|--------------------|----------------|----------|--------|----------------|-------|----------------|-------|
| | Lessons | Students' work | Lessons | Students' work | Nº | Length | Students' work | Exams | Students' work | |
| Week 1 ^a | 2.0 | 3.0 | 0.0 | 0.0 | | 2.0 | 3.0 | | | |
| Week 2 ^a | 2.0 | 3.0 | 2.0 | 3.0 | | | | | | |
| Week 3 ^a | 2.0 | 3.0 | 2.0 | 3.0 | | | | | | |
| Week 4 ^a | 2.0 | 3.0 | 0.0 | 0.0 | | 2.0 | 3.0 | | | |
| Week 5 ^a | 2.0 | 3.0 | 2.0 | 3.0 | | | | | | |
| Week 6 ^a | 2.0 | 3.0 | 2.0 | 3.0 | | | | | | |
| Week 7 ^a | 0.0 | 0.0 | 0.0 | 0.0 | | 2.0 | 3.0 | 2.0 | 3.0 | |
| Week 8 ^a | 2.0 | 3.0 | 2.0 | 3.0 | | | | | | |
| Week 9 ^a | 2.0 | 3.0 | 2.0 | 3.0 | | | | | | |
| Week 10 ^a | 2.0 | 3.0 | 0.0 | 0.0 | | 2.0 | 3.0 | | | |
| Week 11 ^a | 2.0 | 3.0 | 2.0 | 3.0 | | | | | | |
| Week 12 ^a | 2.0 | 3.0 | 2.0 | 3.0 | | | | | | |
| Week 13 ^a | 0.0 | 3.0 | 2.0 | 0.0 | | | | 2.0 | 3.0 | |
| Week 14 ^a | 2.0 | 3.0 | 0.0 | 0.0 | | 2.0 | 3.0 | | | |
| Week 15 ^a | 2.0 | 3.0 | 2.0 | 3.0 | | | | | | |
| Week 16 ^a | | | | | | | | | | |
| Week 17 ^a | | | | | | | | | | |
| Week 18 ^a | | | | | | | | | | |
| Week 19 ^a | | | | | | | | | | |
| Week 20 ^a | | | | | | | | | | |
| | (A) | (B) | (C) | (D) | | (E) | (F) | (G) | (H) | TOTAL |
| Horas Totales | 26 | 42 | 20 | 27 | | 10 | 15 | 4 | 6 | 150 |

| Activities | |
|------------|-------------|
| Nº | Description |
| 1 | Field work |

| | |
|---|--|
| 2 | Visit outside the campus |
| 3 | Guest lecturer |
| 4 | Field work |
| 5 | Visit outside the campus (days may vary according to availability) |
| 6 | |
| 7 | |
| 8 | |

| Organization | |
|---|------------|
| Theoretical and practical lessons (A)+(C) | 46 |
| Activities developed in the class (E) | 10 |
| Exams and test (G) | 4 |
| Attendance | 60 |
| Study (theory and practice) (B)+(D) | 69 |
| Preparation of the activities (F) | 15 |
| Study for exams (H) | 6 |
| Students' work | 90 |
| TOTAL (STUDENTS' WORK) | 150 |