



## CIEE Seville, Spain

<b>Course name:</b>	Social Justice, Action and Media: Stories that Matter
<b>Course number:</b>	COMM 3007 SCMJ-JOUR 3005 SCMJ-SOCI 3001 SCMJ
<b>Programs offering course:</b>	Liberal Arts, Advanced Liberal Arts, Business and Society, Teaching Development and Communications, New Media and Journalism – Spanish Programs
<b>Language of Instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Fall 2019

### Course Description

“Nobody liberates anybody, and nobody literates themselves all alone. People liberate themselves in fellowship with each other.” (Paulo Freire)

This course reflects on how we communicate justice through analysis and practice of case studies about human rights and social action (cooperation, volunteerism, NGOs, development education or other related projects around the so-called Third Sector).

The impact of technology and the alleged homogenization caused by the phenomenon of globalization makes stories that really matter invisible: those stories that release us, by which we are released. An emancipatory education and inclusive communication play a crucial role in the relationship between community, social networking and media.

For this reason, the course will tackle human rights and communication from a theoretical approach to approach the connections from practice, analyzing a complex and changing power relations which determine our place in the world. To do this, we will have the cooperation of professionals from different organizations, researchers, journalists and artists who demonstrate a commitment to the exercise of their profession to revalue, from an intersectional perspective, the representations, stories and lives of the most vulnerable social groups according to variables such as age, sex, ethnicity or social class/economic class.

‘Social justice, action and media: stories that matter’ is a process-oriented course in which we will ask and discuss about the past, present and future of communications in order to make the currently non-visible stories visible. The student will learn essential tools and mechanisms for the creation of essays, articles and campaigns of development programs by using strategic effectiveness methods.

### Learning Objectives

- Understand the theory of Human Rights and social action, linking cooperation, volunteerism and everything related to the so-called Third Sector.
- Understand the theory of communication, new media and journalism. Analyze the indispensable and liberating role of the journalism in a complex world.



- Identify, define and analyze power relations established between justice and communication: what stories are invisible, how and why?
- Highlight structures and strategies in information processes.
- Adopt a critical perspective in the analysis of the world in which we live through readings, films, videos and different lines of thoughts.
- Learn how to compose media articles by developing inclusive practises.
- Design strategic campaigns to achieve justice from the perspective of an NGO.

### **Course Prerequisites**

4 semesters of college-level Spanish (or equivalent). Students need to have a GPA of at least 2.5.

### **Methods of Instruction**

The methodology we will follow during 'Social justice, action and media: stories that matter' will be based on theoretical concepts by which, from different disciplines, we will link common practices in media that we consider improvable. This methodology will be based on constant debates and discussions during the classes, as well as references to books, films and other kinds of documents.

Our methodology also includes activities outside the classroom. In addition, students can benefit from at least two Spanish professionals invited to give a master class in two sessions over the course.

The course work will be based on the composition of different essays and the creation of one article (one story that matter) along the classes. The production in groups of campaigns and programs development towards the end of the course will be important too.

### **Assessment and Final Grade**

Evaluation criteria are: assimilation of the concepts developed in the course, self-critical skills, skills to relate things, creativity and teamwork skills. The other criteria used for scoring students will focus on the quality of his or her writings and campaigns, with special emphasis on social justice. Class participation will be of great importance in determining the final grade for the course.

CIEE classes are not graded on a curve nor is there extra credit work. The final grade will be based upon the following criteria:

(List three or more methods of assessment in addition to attendance and participation, indicating the percent of final grade below totaling 100%):

1. Participation, positive attitude in sessions and activities - 20%
2. Journalist report - 15%
3. Mid-term exam - 15%
4. Fieldtrips reports – 15%
5. Final project and oral presentation in class - 35%



## **Course Requirements**

**Fieldtrips reports:** Students enrolled in this course will visit different media spaces (newspapers, radio stations, etc.), where they will learn different ways of social and committed journalism. In addition, they will visit the buildings and offices of a variety of development and cooperation institutions, where they will meet the professionals working for communication and marketing campaigns.

**Mid-term Exam:** Students should do an exam. Theory and practice in human rights studies and communications.

**Journalist report:** Students should write a high-quality professional article about the real story of a person considered to be part of the most vulnerable social groups. What new stories can we tell to help create the world we wish we could live in?

**Final Project and oral presentation:** In groups, students should create campaigns of programs development by using a strategic effectiveness method. Students will work as citizens, volunteers or workers inside non-governmental organizations.

## **Attendance and Class Participation**

### **Attendance policy**

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind. If a student misses class twice without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final grade by 5 points (on a 100-point scale) for each class missed thereafter. Students with 6 or more absences will fail the course.

Students should arrive to class on time. Arriving more than 15 minutes late for a class will count as an unexcused absence. Please note that an excused absence is one that is accompanied by a doctor's note: signed stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing class.

\* Notes from a physician will only be valid and admitted by the Program Manager if the doctor confirms that the visit could not have been arranged at another time, or that the student was too ill to attend class that day.

### **Academic honesty**

Students are expected to act in accordance with their university and CIEE's standards of conduct concerning plagiarism and academic honesty. Use of online translators for work in Spanish will result in an automatic failure.

### **Linguistic resource center**

It is recommended that students use the writing center.



## **Weekly Schedule**

### **Week 1**

Day 1: Introduction to the contents of the course, introducing to each other and practical issues: excursions, volunteering and evaluation criteria. Analyzing the objectives of the course and the work system empathizing on participation and team building.

Reading: Syllabus

Day 2: Justice and Human rights: concept and core issues.

Reading: A selection of Spanish newspapers the instructor will provide

### **Week 2**

Day 1: Human rights and communication / Historical overview of the notion of communication

Reading: Universal Declaration of Human Rights

Day 2: Yesterday and today's media / Equality in the benefits of technological development.

Reading: Development Millennium Goals

### **Week 3**

Day 1: Citizen journalism. Collective intelligence projects.

Reading: The rise of citizen journalism (The Guardian)

Day 2: Other media. Alternative ways of storytelling.

### **Week 4**

Day 1: Key concepts for thinking about development communication.

Day 2: Vulnerable people: their presence in the media. Effects of the economic crisis.

Reading: Course material provided by the instructor

### **Week 5**

Day 1: Children and communication / Child Rights

Day 2: Convention on the Rights of the Child / Child trafficking: the slavery of the 21st century.

Reading: Unesco Children's Rights Declaration

### **Week 6**

Day 1: Gender perspective, human rights and communication. / Gender guide: identities and care work / Co-education

Reading: 8M: Orgullo feminista (eldiario.es)

Day 2: **Midterm exam**

### **Week 7**

Day 1: Migration and communication

Reading: Inmigración y Medios de Comunicación. Manual recopilatorio de buenas prácticas periodísticas

Day 2: Intercultural and peace education.

Fieldtrip 1: Entreculturas.



### **Week 8**

Day 1: Communication and social transformation processes.

Reading: Asociación de la Prensa (dossier)

Fieldtrip report 1 DUE

Day 2: Communication and social transformation processes.

Fieldtrip 2: APS - Asamblea de Mujeres Periodistas. Gender violence workshop. In collaboration with AAMMA (Asociación Andaluza de Mujeres de los Medios Audiovisuales)

### **Week 9**

Day 1: Communication and social transformation processes.

Day 2: Cooperation and NGO volunteering.

Fieldtrip report 2 DUE

Journalist article draft DUE

### **Week 10**

Day 1: Community radio stations. Fieldtrip 3: Radiópolis

Day 2: Theoretical and practical approaches to the non-utopian perspective.

Screening: *The true Cost* (Andrew Morgan, 2016)

Fieldtrip report 3 DUE

Journalist article DUE

### **Week 11**

Day 1: Debate after screening

Day 2: Fieldtrip 4: OXFAM Intermón

### **Week 12**

Oral presentations of the final project in class.

Fieldtrip report 4 DUE

## **Course Materials**

### ***Readings***

Albert Gómez, María José. *La educación en derechos humanos a través del ciberespacio*. Ed. Universitaria Ramón Areces, 2011.

Alfaro Moreno, Rosa María. *Una comunicación para otro desarrollo. Para el diálogo entre norte y sur*. Ed. Calandra, 1993.

Armas Castañeda, Segundo. *Imaginándonos el futuro. La comunicación como estrategia para el desarrollo*. Centro de Educación y Comunicación. Lima, 1995.

Cabañero-Verzosa, Cecilia. *Comunicación estratégica para proyectos de desarrollo*. Banco Interamericano de Reconstrucción y Fomento (BIRF), Washington, 1999.

Castells, Manuel. *La era de la información. Economía, sociedad y cultura. Fin de milenio. Vol 3*. Alianza Editorial, 2006.

Cimadevilla, Gustavo. *Comunicación, tecnología y desarrollo*. Ed. Universidad Nacional de Río Cuarto, Córdoba, 2002.



- Fernández Sánchez, Pablo. *El diálogo entre los sistemas Europeo y Americano de los Derechos Humanos*. Civitas, 2012.
- Gaitán Muñoz, Lourdes. *Ciudadanía y derechos de participación de los niños*. Síntesis, 2011.
- Gothmann, Katrin. *Manual de género en el periodismo*. Fundación F. Ebert, Quito, Ecuador, 2001.
- Mcquail, Denis. *Introducción a la teoría de la comunicación de masas*. Paidós ibérica, 1985.
- Maquieira, Virginia. *Mujeres, globalización y derechos humanos*. Ed. Cátedra, 2010.
- Martín-Barbero, Jesús. *De los medios a las mediaciones*, Anthropos, 2010.
- Martín-Barbero, Jesús. *Los oficios del comunicador*. Instituto Estudios Superiores de Occidente (ITESO), 2001.
- Mattelart, Armand. *La invención de la comunicación*. Editorial Siglo XXI, 1995.
- Rawls, John. *Justicia como equidad: Materiales para una teoría de la justicia*. Tecnos, 2012.
- Reguillo, Rossana. *Un malestar invisible: derechos humanos y comunicación*. En La iniciativa de la comunicación (<http://www.comminit.cm/la>).
- Rodríguez, María Eugenia. *Claves para entender los nuevos derechos humanos*. La Catarata, 2011.
- Rodríguez, María Eugenia. Campoy, Ignacio. Rey Pérez, José Luis. *Desafíos actuales a los derechos humanos: la violencia de género, la inmigración y los medios de comunicación*. Dykinson, 2005.
- Serrano, Pascual. *Contra la neutralidad. En defensa de un periodismo libre*. Península, 2011.

### **Online References**

- <http://www.aacid.es/ES>  
<http://www.congde.org>  
<http://comerciojusto.org>  
<http://www.juntadeandalucia.es/aacid>  
<https://www.newtactics.org>  
<http://www.caongd.org>  
<http://www.festivaldecineyderechoshumanos.com>  
<http://genderobservatory.com>

### **Audiovisual Sites**

- <http://www.rtve.es/alacarta>  
<http://www.historiasdeluz.es>  
<http://www.pikaramagazine.com>  
<https://www.diagonalperiodico.net>  
<http://www.eldiario.es>  
<http://blogs.elpais.com/3500-millones>