



## **CIEE Seville, Spain**

<b>Course title:</b>	Social Justice, Action and Media: Stories that Matter
<b>Course code:</b>	COMM 3007 SCMJ / JOUR 3005 SCMJ / SOCI 3001 SCMJ
<b>Programs offering course:</b>	Advanced Liberal Arts, Business and Society, Communications, New Media and Journalism Spanish, Liberal Arts
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3.00
<b>Contact hours:</b>	45.00
<b>Term:</b>	Fall 2023

### **Course Description**

"Nobody liberates anybody, and nobody liberates 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 free us, by which we are freed. 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 departing from a theoretical approach to then reach practice, analyzing the 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 show a clear commitment through 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 ourselves about the past, present and future of communications in order to make the currently non-visible stories visible.

### **Learning Objectives**

By completing this course, students will:

- Acquire essential tools and mechanisms for the creation of essays, articles and promotional campaigns for programs.
- Investigate the theory of Human Rights and social action from a critical point of view, linking cooperation, volunteerism and everything related to the so-called Third Sector.
- Analyze the indispensable and liberating role of journalism in a complex world.
- Categorize the different structures and strategies typically involved 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.

### **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.

## **Linguistic resource center**

It is recommended that students use the writing center.

## **Assessment and Final Grade**

1. Journalist Report	15%
2. Mid-term Exam	15%
3. Fieldtrips Reports	15%
4. Final Project and Oral Presentation in Class	35%
5. Participation, positive attitude in sessions and activities	20%
TOTAL	100%

## **Course Requirements**

### **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?

### **Mid-term Exam**

Students should do an exam. Theory and practice in human rights studies and communications.

### **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.

### **Final Project and Oral Presentation in Class**

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.

### **Participation, positive attitude in sessions and activities**

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.

## **Attendance**

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over

20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

### **Academic Integrity**

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

***N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.***

### **Weekly Schedule**

#### **Week 1**

Class: 1.1 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

Class: 1.2 Justice and Human rights: concept and core issues.

Reading: A selection of Spanish newspapers the instructor will provide

#### **Week 2**

Class: 2.1 Human rights and communication

Historical overview of the notion of communication

Reading: Universal Declaration of Human Rights

Class: 2.2 Yesterday and today's media

Equality in the benefits of technological development.

Reading: Development Millennium Goals

#### **Week 3**

Class: 3.1 Citizen journalism. Collective intelligence projects.

Reading: The rise of citizen journalism (The Guardian)

Class: 3.2 Other media. Alternative ways of storytelling.

#### **Week 4**

Class: 4.1 Key concepts for thinking about development communication.

Class: 4.2 Vulnerable people: their presence in the media. Effects of the economic crisis.

Reading: Course material provided by the instructor

#### **Week 5**

Class: 5.1 Children and communication / Child Rights

Class: 5.2 Convention on the Rights of the Child

Child trafficking: the slavery of the 21st century.

Reading: Unesco Children's Rights Declaration

### **Week 6**

Class: 6.1 Gender perspective, human rights and communication.

Gender guide: identities and care work / Co-education

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

Class: 6.2 Midterm Exam

### **Week 7**

Class: 7.1 Migration and communication

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

Class: 7.2 Intercultural and peace education.

Fieldtrip 1: Entreculturas.

### **Week 8**

Class: 8.1 Communication and social transformation processes.

Reading: Asociación de la Prensa (dossier)

Fieldtrip report 1 DUE

Class: 8.2 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**

Class: 9.1 Communication and social transformation processes.

Class: 9.2 Cooperation and NGO volunteering.

Fieldtrip report 2 DUE

Journalist article draft DUE

### **Week 10**

Class: 10.1 Community radio stations.

Fieldtrip 3: Radiópolis

Class: 10.2 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**

Class: 11.1 Debate after screening

## **Week 12**

Class: 12.1 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 Resources**

<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>

### **Media Resources**

<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>