

Economic Journalism

Code: 103088
ECTS Credits: 6

Degree	Type	Year	Semester
2501933 Journalism	OT	3	0

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Andreu Farras Calatayud

Prerequisites

The students must show interest in economic matters and maintain an advanced critical spirit on the knowledge of current news (national and international) on the economy. A minimum knowledge of basic concepts about the economy is a valuable aspect.

The students must also have a sufficient command of Catalan and Spanish, the languages in which the classes are taught and in which most of the teaching materials are prepared; have at least command of English at the reading level; and have a good command of the Word (or similar) software, spreadsheets and databases. It is mandatory to have reading comprehension at the university level.

Objectives and Contextualisation

The aim of the subject is to obtain, at the end of the semester and the corresponding class sessions, sufficient knowledge, tools and experience to assume journalistic functions in a section of economics of a generalist newspaper, in the writing of a specialized publication in economics or in a communications office that offers services to companies and institutions related to the economy and finance.

Competences

- Abide by ethics and the canons of journalism, as well as the regulatory framework governing information.
- Demonstrate a critical and self-critical capacity.
- Demonstrate ethical awareness as well as empathy with the entourage.
- Differentiate the disciplines main theories, its fields, conceptual developments, theoretical frameworks and approaches that underpin knowledge of the subject and its different areas and sub-areas, and acquire systematic knowledge of the medias structure.
- Generate innovative and competitive ideas in research and professional practice.
- Relay journalistic information in the language characteristic of each communication medium, in its combined modern forms or on digital media, and apply the genres and different journalistic procedures.

- Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
- Respect the diversity and plurality of ideas, people and situations.
- Use a third language as a working language and means of professional expression in the media.

Learning Outcomes

1. Conceptualise the theories and techniques of specialised journalism.
2. Demonstrate a critical and self-critical capacity.
3. Demonstrate ethical awareness and empathy with the entourage.
4. Demonstrate practical knowledge of specialised journalism.
5. Generate innovative and competitive ideas in research and professional practice.
6. Incorporate the principles of professional ethics in developing narrative journalism specialised in financial information.
7. Know how to build texts in a third language that adapt to the structures of journalistic language and apply them to the different theme-based information specialisms.
8. Relay in the language specific to each communication medium narrative journalism specialised in financial information.
9. Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.
10. Respect the diversity and plurality of ideas, people and situations.
11. Use interactive communication resources to process, produce and relay information in the production of specialised information.

Content

Unit 1. Introduction

- History of economic journalism
- Specialized media
- The economic journalism in Spain and Catalonia
- Information in economics: characteristics

Unit 2. Economic journalism and information sources

- Sources of Economic Journalism
- The structure of the national economy
- Ministries
- Central bank
- International Institutions
- Principales economic statistics
- Principales economic indexes and sources (national and international)

Unit 3. Economic policy

- What is economic policy
- Institutions related to economic policy
- Monetary politics
- Fiscal policy
- Exchange Policy

Unit 4. Economic policy of the European Union

- Institutions of the European Union
- Information sources

- European Economic Policy and the European crises
- Energy and oil in Europe

Unit 5. Financial markets

- Information of the bags
- Principales stock indexes
- Risk premium and other indicators

Unit 6. Domestic economy and SMEs

- Companies, the ethics and economy of households.
- Economic Indicators and daily life.
- Information for the citizen.

This content may or may not be given in the order indicated. But the content of the different teaching sessions will be established and published in an Extended Teaching Guide, which will be available in the Virtual Campus throughout the course. All the indicated topics will be discussed in the scheduled sessions and all of them will be part of the corresponding evaluations to be done at each moment. If any session could not be developed due to circumstances beyond the control of the faculty and/or not foreseeable at the time of closing the syllabus, its content will be assumed as autonomous learning and will be evaluated based on specific bibliography and/or possible outlines of this session.

The content of the course will be sensitive to aspects related to the gender perspective.

Methodology

The course will combine and alternate theory and practice in different academic sessions, both in the classroom and outside of it, with assistance to events in different institutions related to current economic activity, to conferences on journalism and economics and on communication in social and civic organizations, as well as press conferences of some companies or institutions.

In the teacher-student relationship, the first assumes an expert role in charge of monitoring, academic tutoring and student assessment, but the student is no longer under a unidirectional relationship. He and she becomes the protagonist of its own process active learning. The course is divided into a series of lectures, seminars and/or conferences and/or specific seminars that provide the theoretical and methodological basis and serve as a link and guide to carry out the learning activities (practical classes) and self-learning that are essential in the design of the course.

The division of the students into small groups for develop the practices makes possible a very close to students teaching, which involves them directly and allows to constantly assess their evolution. These learning activities are developed in specific classrooms prepared to host each type of activity, but non-classroom learning activities can also be proposed. This way of learning is complemented and supported through individual tutorials or work groups. The coordination of content between lectures, seminars, conferences, seminars and practices allows students to assume an organized and progressive intellectual formation and growth.

The Virtual Campus (CV) is a tool adopted by this subject as very useful and necessary to facilitate access to teaching materials. It is advisable for the students to connect at least once a week to the CV.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Autonomous work: production of weekly content	0	0	9, 1, 3, 2, 5, 6, 10
Type: Supervised			
Evaluation and revaluation	0	0	9, 8, 1, 3, 4, 2, 5, 6, 10, 7, 11
Laboratory	0	0	9, 1, 3, 2
Mentorship	0	0	8, 4, 10, 7, 11
Seminars	0	0	9, 8, 3, 4, 2, 5, 6, 10, 7, 11
Type: Autonomous			
Theoretical sessions	0	0	9, 8, 1, 3, 4, 2, 5, 6, 10, 7, 11

Assessment

The continuous evaluation will be based on the qualification that each student reaches after the elaboration, in teams, of a weblog specialized in economy, that will contain news, reports, interviews and opinions elaborated by the different members of the group; a final exam of the theory of economic journalism; two critical reviews of books on and about economics, and an in-depth report prepared as a team.

Team blog

The construction and maintenance of the weblog will be done in teams of between 4 and 5 students. Each of these students will be responsible for one or two subsections of any journalistic space specialized in economics: macroeconomics (CPI, GDP, unemployment, budgets ...); finance and stock market; labor and employer-union relations; microeconomics and companies; Energy; construction and housing; consumption, etc. The web can also be dedicated monographically to some productive or socioeconomic sector. For example, small and medium-sized Catalan companies; The tourism; the new economy; social economy; the audiovisual market; the labor and union world; cooperativism; the automobile sector; etc. The theme may be related to the subject on which the in-depth report will be made. In all cases, the subject must have the approval of the teaching staff.

The update and expansion of the website will be made weekly and must contain the most relevant news of the last seven days related to the matter addressed by the portal. The content will be checked and evaluated periodically by the professors. Each member of the team must have published at least 10 journalistic pieces at the end of the course. The information elaborated and based on own sources will be valued more than those rewritten and based on information published by other media.

Each weblog will enable a space to publish critical comments and reviews of recommended books, which can be found in the bibliography section of this teaching guide. The documents and books that appear as compulsory bibliography is a material to be studied and about which professors can ask in the economic journalism theory exam.

It will be especially appreciated that each team interviews one of the authors of the books reviewed in person and that they collect it in an edited audio-visual piece of about 5 minutes duration. The audiovisual piece and the interview summarized in writing in direct style must be published in the corresponding blog before the end of May. With the previous approval of the teaching staff, authors of reference books for the theme of the blog chosen by the team can also be interviewed.

In the works carried out in a group, control measures may be adopted to be able to know the participation of each member in the common work. Consequently, the notes may be different for the members of the group and it may even be the case that in the same work one or several members suspend and others approve.

Any written work that has five spelling errors and/or barbarisms (adding up to five failures in total) will get the grade of zero.

In-depth report

During the practical classes, in addition to the preparation of the blog, each team will prepare an in-depth report that will be presented in public in the first teaching session after the Easter holidays. The report can deal with any current economic issue. The chosen topic, the number and the solvency of the sources consulted, the field work carried out, the audiovisual media used and the corresponding presentation on the blog in front of the classroom, will be valued by the teaching staff. Professors will make a partial evaluation of the work done, propose improvements, changes and extensions that can be made, so that the team can present the report closed at the beginning of June, which is when it will be definitively evaluated.

Any written work that has five or more spelling errors and/or barbarisms (totaling five errors) will obtain a grade of zero.

Critical reviews of books

Each student must write a minimum of two critical reviews. The title and subtitle of the submitted reviews will be journalistic, as if they were to be published in a written communication media. The extension of each review will be between 2,500 and 3,500 characters with spaces. Members of the same team can not criticize the same book. In this way, each team of 5 students can get to publish 10 recensions on your blog, at least.

With the authorization of the teaching staff, reviews of relevant books may be proposed both for their relevance and because they are important references for the theme of the chosen blog.

The first recension will be submitted printed in hand to the responsible teacher before the end of the theoretical class (10.30 hours) of the last teaching session before the Easter holidays. The second review will be delivered by hand to the responsible faculty before the end of the theoretical class (10.30) of the last lecture session of the month of May. Reviews submitted later than these deadlines or through other communication channels will not be accepted, unless the teacher explicitly says otherwise (for example, that they can be delivered through email).

Students who have failed the first review may reevaluate the note by presenting a third, which may not correspond to a book already commented by a member of the team to which it belongs and must also appear in the recommended bibliography. The second recension is not revaluable.

All the texts written and presented in printed writings by the students to the teaching staff will always follow the following typographical parameters: Family Times Roman, body 14, line spacing 1,5. Texts that do not follow these requirements will not be approved.

Any written work that has five spelling errors and/or barbarisms (adding up to five failures in total) will get the grade of zero.

Written exam on Economic Journalism

The written test on the knowledge of Economic Journalism will take place in the last week of May or first of June. It will consist of an exam with 12 questions of short and concrete answers on all the material and documentation given and published throughout the course in the theoretical and practical classes and a text commentary or the writing of a news from a series of data that will be distributed on the testing day. The comment or writing will be worth 4 points and the questions 0.5 points each. In the exam professors can also ask about the most relevant news and personalities of local, national or international economic news, which have been discussed and introduced in the course.

Involvement, attitude and participation in the classes

In addition to the attitude, involvement and participation of the students in the theoretical and practical classes, the professors will evaluate the follow-up that each student makes throughout the course of the economic events that are news in the media. In addition to analyzing in class the different media and informative spaces specialized in economics, the professors will be able to carry out current affair quizzes among the students during the classes. These quizzes will compute in a weighted way (up to 50%) in the qualification relative to the implication, attitude and participation, which has a specific weight of 15% on the final overall score.

Revaluation

Students who have suspended the final overall individual grade of continuous assessment (result of the weighted sum of the evaluation activities mentioned in the table) may opt to reevaluate the course, in June, to get the approved evaluation. The revaluation test will consist of a written examination of all the material taught in a written and verbal manner throughout the classes of theory and practice of journalism specializing in economics. In the revaluation test professors can also ask about the most important news and personalities of the economic news. The revaluation exam will contain 12 questions of short answers (each with a value of 0.5 points) and a text comment, which will be worth 4 points. Students will be entitled to the recovery of the subject if it has been evaluated of the set of activities, the weight of which is a minimum of 2/3 of the total grade of the subject. To be able to submit to the revaluation of the subject, it will be necessary that students have obtained an average grade of 3.5.

The student who performs any irregularity (copy, plagiarism, identity theft...) that can lead to a significant variation of the qualification of an evaluation act, will be qualified with 0 this act of evaluation. In case there are several irregularities, the final grade of the subject will be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attitude, involvement and individual participation in the theoretical and practical activities and current affairs quizzes	15%	35	1.4	1, 3, 4, 2, 5, 6, 10
Course blog, made in groups	20%	40	1.6	9, 8, 4, 2, 5, 6, 10, 7, 11
In-depth report	30%	42.5	1.7	9, 8, 1, 3, 4, 2, 5, 6, 10, 7, 11
Two critical books reviews	10%	20	0.8	9, 1, 3, 4, 2, 6, 10, 7, 11
Written exam on Theory of Journalism specialized in economics	25%	12.5	0.5	9, 1, 3, 2, 6, 10, 7

Bibliography

Compulsory readings (it is possible to be included in the final exam)

Calvo, Elvira: "Periodismo económico: estándares informativos de calidad y perfil del periodista especializado", a *La ética de la comunicación a comienzo del siglo XXI: I Congreso internacional de Ética de la Comunicación, libro de actas*. Facultad de Comunicación de la Universidad de Sevilla, 29, 30 y 31 de marzo de 2011. Juan Carlos Suárez Villegas (ed.) (pp. 597-609). Sevilla, Universidad de Sevilla, 2011.

Del Río, Rosa: *Periodismo económico y financiero*. Editorial Síntesis. Madrid, 2008.

Klein, Naomi: *La doctrina del xoc*. Empúries. Barcelona, 2007.

Leiva, Ricardo; Tamblay, María Eugenia: "Dilemas éticos y profesionales del periodismo económico actual". Cuadernos de información. 23 II (Jul. . Dic.). pp. 96-111. ISSN 0716-162X. 2008.

Tambini, Damian (2010): "What are financial journalists for? Journalism studies. 11 (2). pp. 158-174. ISSN 1461-6700X

33 *Theses for an Economics Reformation, 2010*. www.rethinkeconomics.org

Winterbottom, Michael; Whitecross, Mat (directors). *The shock doctrine* [documental]. Regne Unit: Renegade Pictures & Revolution Films, 2009.

(*) The documents will be published in the Virtual Campus from the beginning of curs, except Klein's book, which has electronic edition or can be consulted in the library of the faculty, and the film, which can be viewed online.

List of books to develop critical reviews (recommended readings):

(*) Some of these books have an electronic version and the vast majority can be requested in the UAB or public libraries.

Antón Costas: *El final del desconcierto*. Península, 2017.

Eduardo Garzón: *Desmontando los mitos económicos de la derecha*, Península, 2017.

Naomi Klein: *Decir no no basta*. Paidós, 2017.

Naomi Klein: *Això ho canvi tot. El capitalisme contra el clima*. Empúries, 2015.

Naomi Klein: *La doctrina del xoc*. Empúries, 2007.

Paul Mason: *Postcapitalismo. Hacia un nuevo futuro*. Paidós, 2016.

Yuval Noah Harari: *Homo Deus*. Edicions 62, 2016.

Joris Loyendijk: *Entre tiburones*, Malpaso Ediciones, 2016.

Andreu Missé: *La gran estafa de las preferentes*, Alternativas Económicas, 2016.

Gonzalo Bernardos: *La gran mentira de la economía*, Destino, 2014.

John Maynard Keynes: *Política y futuro. Ensayos escogidos*. Página indómita, 2015.

César Molinas: *Qué hacer con España*, Destino, 2013.

Víctor Català: *¡Quiero entender la economía!*, 2014.

Miquel Puig: *La sortida del laberint*, Edicions 62, 2013.

Miquel Puig: *Un bon país no és un país low cost*. Edicions 62, 2015.

Joan Majó: *Després de tocar fons*, La Magrana, 2010.

Joan Majó: *El món que ve... ja el tenim aquí*, RBA, 2012.

Iñigo de Barrón Arniches: *El hundimiento de la banca*. Catarata, 2012.

Joseph E. Stiglitz: *El precio de la desigualdad*. Taurus, 2012.

Alfredo Pastor: *La ciencia humilde*. Crítica, 2008. (edició revisada 2010)

Jeremy Rifkin: *La Tercera Revolución Industrial*. Paidós, 2011.

Paul Krugman: *¡Acabad con esta crisis!*. Crítica, 2011.

Francesc Cabana: *La cultura de la cobdícia*. Pòrtic, 2009.

Roberto Velasco: *Las cloacas de la economía*. Catarata, 2012.

Tim Harford: *La lógica oculta de la vida*. Temas de hoy, 2008.

Tim Harford: *El economista camuflado*. Temas de hoy, 2007.

J. K Galbraith: *La cultura de la satisfacción*. Ariel, 2010.

Nouriel Roubini i S. Mihm: *Cómo salimos de ésta*. Destino, 2010.

John Cassidy. *Por qué quiebran los mercados. La lógica de los desastres financieros*. RBA, 2010.

Fernando Trias de Bes. *El hombre que cambió su casa por un tulipán*. Temas de Hoy, 2009.

Fernando Trias de Bes: *El libro prohibido de la economía*. Espasa, 2015.

Santiago Niño Becerra: *El crash del 2010*. Los libros del lince. 2009.

Steven D. Levitt i Stephen J. Dubner: *Economía freaky*. La Campana, 2006

Kate Raworth: *Economía rosquilla*. Paidós, 2018.

Yanis Varoufakis: *Comportarse como adultos*. Deusto. 2017.

Daron Acemoglu y James A. Robinson: *Por qué fracasan los países. Los orígenes del poder, la prosperidad y la pobreza*. Deusto. 2012.