

Communication, Cooperation and Development

Code: 103126
ECTS Credits: 6

Degree	Type	Year	Semester
2501933 Journalism	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

The only prerequisite for this course is that the student should be interested in discovering and deepening an approach to communication and journalism aimed at promoting processes of social change, and a model of sustainable development based on human rights, gender equality and global justice.

Students should be curious about the role of communicators and journalists in the different institutions and organizations that act in the system of international cooperation and entities that work for social cohesion (also seen as a job opportunity), as well as the role of media and the content that contribute to generate social awareness about the challenges of today's world.

Objectives and Contextualisation

General objective of the course:

To provide students with specific knowledge and tools for a differentiated and specialized professional profile, oriented both to the classic functions of journalism and to other work opportunities in international organizations, social organizations, NGOs, international cooperation agencies, etc.

Specific objectives of the students:

- To know what is meant by human development, social change and other related concepts / perspectives (Human Rights, gender equality, global justice, etc.).
- Know the UN agenda on Sustainable Development Goals (SDG) and identify their main indicators.
- Study the main strategies of communication for development, communication for social change, participatory communication, etc.
- Investigate and analyse the human rights situation regarding information, communication and cyberspace, as well as the relationship between communication and international cooperation.
- To learn how to design the fundamental elements of a project of communication for development and social change.
- Understand the role of communication and journalism professionals in these areas and identify possible job opportunities in governmental and non-governmental organizations and institutions.

Competences

- Abide by ethics and the canons of journalism, as well as the regulatory framework governing information.
- Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
- Develop critical thinking and reasoning and be able to relay them effectively in Catalan, Spanish and a third language.
- Disseminate the areas knowledge and innovations.
- 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.
- Respect the diversity and plurality of ideas, people and situations.
- Use ones imagination with flexibility, originality and ease.

Learning Outcomes

1. Apply the professional ethics of journalism to strategic communication in the field of political communication.
2. Apply the professional ethics of journalism to strategic communication in the field of press offices and institutional communication.
3. Apply the technologies and systems used to process, produce and relay information in the field of strategic communication.
4. Demonstrate a self-learning and self-demanding capacity to ensure an efficient job.
5. Develop critical thinking and reasoning and be able to relay them effectively in Catalan, Spanish and a third language.
6. Disseminate the areas knowledge and innovations.
7. Generate innovative and competitive ideas in research and professional practice.
8. Respect the diversity and plurality of ideas, people and situations.
9. Use ones imagination with flexibility, originality and ease.

Content

Subject Overview

1. The relationship between communication, international cooperation, development and social change. Paradigms, models and applied strategies.
2. International programmes of international cooperation and aid for development. The UN Agenda 2030 for Sustainable Development Goals (SDG).
3. Knowledge society and media development. Human rights and activism related to information, communication and cyberspace.
4. Media and its discourse on development, cooperation and related issues. Ways to inform from alternative approaches (peace journalism, inclusive languages, intercultural dialogue, etc.).
5. Communication and journalism professionals as promoters of social change. Design of projects and campaigns.

The order of the topics indicated may vary according to the final planning of the subject. The detailed calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

The contents of the subject will be sensitive to the Human Rights-based approach and the gender perspective.

Methodology

The teaching methodology of the subject combines different sessions of oral presentations, theoretical explanations, case studies and debate, as well as participatory seminars/workshops and practical work

sessions in a computerised classroom. The fundamental principle is to establish and share a common base of knowledge so that, during the course, students can go deeper into the aspects they prioritise and apply them to the subjects they are most interested in.

The professors will provide in classes, tutorial meetings and/or via Virtual Campus all the information and documentation necessary for the proper follow-up of the subject.

The proposed teaching methodology and evaluation activities may undergo some modifications depending on the attendance restrictions imposed by the health authorities.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars, workshops and practical activities	33	1.32	1, 2, 9, 3, 4, 5, 6, 7, 8
Theory classes	15	0.6	9, 5, 6, 7, 8
Type: Supervised			
Tutoring	6	0.24	1, 2, 9, 3, 4, 5, 7, 8
Type: Autonomous			
Search, selection and reading of bibliography and other resources. Personal study. Planning and individual work / teamwork.	91	3.64	1, 2, 9, 3, 4, 5, 6, 7, 8

Assessment

The subject adopts a system of continuous assessment, so it is assumed that the attendance of students to all training activities mentioned above is mandatory.

The final grade of the subject will be calculated as a weighted average, based on the following evaluation activities:

- Activity A. Practical exercises: 25% on the final grade;
- Activity B. Individual exams: 30% on the final grade;
- Activity C. Active participation in classes, seminars, workshops and tutorials: 15% on the final grade;
- Activity D. Final Teamwork: 30% on the final grade.

To be able to pass the course, it will be necessary:

1) to have carried out and submitted all the assessment activities. In case of absence due to justified reasons of force majeure, the corresponding proof must be presented to the professors; otherwise, the activities will be recorded as Not Completed.

2) obtain a minimum grade/average of 5 in each of the activities A, B and D.

The proposed teaching methodology and evaluation activities may undergo some modifications depending on the attendance restrictions imposed by the health authorities.

Reevaluation

In order to be eligible for reassessment, students must fulfil the following two conditions:

- 1) not having reached the minimum criteria established to pass the subject;
- 2) to have been assessed during the semester of a set of activities, the weight of which corresponds to a minimum of 2/3 of the total grade of the subject.

Activities C and D are excluded from the reevaluation system.

Second Enrollment

In the case of a second enrolment, students could do a single synthesis exam about the whole content of the subject. The grading of the subject will correspond to the grade of the synthesis exam/assignment.

Plagiarism

The student who performs any irregularity (copy, plagiarism, identity theft, etc.) that may lead to a significant variation in the grade of an act of evaluation, will be graded with 0 this act of evaluation. In case of more than one irregularity, the final grade of the subject will be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A) Practic work at lab	25%	0	0	1, 2, 9, 3, 4, 5, 6, 7, 8
B) Individual exams	30%	5	0.2	1, 2, 9, 4, 5, 6
C) Active participation in seminars, workshops and tutorials	15%	0	0	2, 9, 3, 5, 6, 7, 8
D) Final Teamwork	30%	0	0	1, 2, 9, 3, 4, 5, 6, 7, 8

Bibliography

Basic Bibliography

Alfaro, Rosa María (2013). Ciudadanías y Medios: Veedurías desde la participación ciudadana. *Commons: revista de comunicación y ciudadanía digital*, 2(1), 2-20. Disponible en:

<http://ojs.uca.es/index.php/cayp/issue/view/27>

Duarte Herrera, Lisbeth K. y González Parias, Carlos. H. (2014). Origen y evolución de la cooperación internacional para el desarrollo. *Panorama*, 8(15), 117-131. Disponible en:

<https://journal.poligran.edu.co/index.php/panorama/article/view/554>

Nos-Aldás, Eloísa y Santolino, Montse (2015). La Investigación en Comunicación y Cooperación en los nuevos escenarios de movilización social: ONGD, objetivos de justicia social y eficacia cultural. *Revista de la*

Asociación Española de Investigación de la Comunicación, 2(4), 1-7. Disponible en:

<http://www.revistaec.eu/index.php/raeic/article/view/50>

Programa de las Naciones Unidas para el Desarrollo (PNUD) (2019). *Informe sobre Desarrollo Humano 2019. Más allá del ingreso, más allá de los promedios, más allá del presente: Desigualdades del desarrollo humano en el siglo XXI* (Panorama General, páginas 01-23). Disponible en:

http://hdr.undp.org/sites/default/files/hdr_2019_overview_-_spanish.pdf

Programa Willay (2012). *Las TIC y el desarrollo humano*. Disponible en:

<https://www.ongawa.org/wp-content/uploads/2015/01/Las-TIC-y-el-Desarrollo-Humano.pdf>

Servaes, Jean (2010). *Comunicación para el desarrollo humano y el cambio social*. Disponible en:

https://www.researchgate.net/publication/272482477_Comunicacion_para_el_desarrollo_humano_y_el_cambio_so

Souter, David (2007). *¿De quién es la cumbre? ¿De quién es la sociedad de la Información? Los países en desarrollo y la sociedad civil se hacen oír en la Cumbre Mundial de la sociedad de la Información*. Disponible en: <https://www.apc.org/sites/default/files/SPANISH.pdf>

Recommended bibliography

Alfaro, Rosa María (2010). El desarrollo que no llega: el papel de la comunicación. En: Raquel Martínez-Gómez y Mario Lubetkin (2010). *Comunicación y Desarrollo: pasos hacia la coherencia*. Sevilla-Zamora: Comunicación social, pp. 42-58.

Autheman, Charles; Del Río, Olga y Tayah-Gueneau, Latifa (coords) (2012). *Public Service Broadcasting Mission in the MENA Region*. Paris-Barcelona: Consortium IPP-OMEC. Versió en català: *La missió de Servei Públic Audiovisual a la regió del Magreb i el Mashrek. Informe regional*. Barcelona-París: Consorci IPP-OMEC. Disponible en: http://www.omec.es/Documentos/Informe_SPA_IPP_OMEC_CA.pdf

Carniel Bugs, Ricardo y Velázquez, Teresa (2018). Objetivos de Desarrollo Sostenible: una agenda emergente para repensar la docencia universitaria en comunicación. En: Elena Jiménez Pérez, María Elena del Valle Mejías y Andrea Felipe Morales (coords.). *Los nuevos retos en Ciencias Sociales, Artes y Humanidades*. Barcelona: Gedisa.

Enghel, Florencia (2017). El problema del éxito en la comunicación para el cambio social. *Commons. Revista De Comunicación Y Ciudadanía Digital*, 6(1), 11-22. Disponible en:

<https://revistas.uca.es/index.php/cayp/article/view/3389>

Gómez Galán, Manuel & Sanahuja Perales, José Antonio (1999). *El sistema internacional de cooperación al desarrollo. Una aproximación a sus actores e instrumentos*. Madrid: CIDEAL.

Gumucio-Dagron, Alfonso (2011). Comunicación para el cambio social: clave del desarrollo participativo. *Signo y Pensamiento*, vol. XXX, núm.58, enero-junio, 26-39. Disponible en:

<http://www.redalyc.org/pdf/860/86020038002.pdf>

Huarcaya, Gloria (2006). El comunicador para el desarrollo y el cambio social. Apuntes para la construcción de un perfil. *Revista de Comunicación*, 5, 29-39. Disponible en:

https://pirhua.udep.edu.pe/bitstream/handle/11042/1743/Gloria_Huarcaya_El_comunicador_para_el_desarrollo

Murciano, Marcial (dir.) (2010). *La prensa y la cooperación internacional. Cobertura de la cooperación para el desarrollo en nueve diarios europeos*. Sevilla-Zamora: Comunicación social.

Obregón, Rafael y Ángel Botero, Adriana (2011). ¿Diálogo o comunicación para el desarrollo y cambio social? Reflexiones e implicaciones. En: José Miguel Pereira y Amparo Cadavid (eds.). *Comunicación, desarrollo y cambio social. Interacciones entre comunicación, movimientos ciudadanos y medios*. Bogotá: Editorial Pontificia Universidad Javeriana, pp. 113-131.

Restrepo, Natalia (2011). Comunicación para el cambio social y Nuevas Tecnologías para la Información y la Comunicación. *Revista Etic@net*, año IX, n.11: 158-175. Disponible en:

<http://www.ugr.es/~sevimeco/revistaeticanet/numero11/Articulos/Formato/articulo7.pdf>

Santolino, Montse (2010). Recuperando la esencia: las ONGD como agentes de comunicación para el cambio social. En T. Burgui y J. Erro Sala (coords.), *Comunicando para la solidaridad y la cooperación: cómo salir de la encrucijada*. Pamplona: Foro Comunicación, Educación y Ciudadanía, pp. 221-256.

Tufte, Thomas (2015). *Comunicación para el cambio social: la participación y el empoderamiento como base para el desarrollo mundial*. Barcelona: Icaria.

UNESCO. Programa Internacional para el Desarrollo de la Comunicación (PIDC) (2008). *Indicadores de desarrollo mediático: Marco para evaluar el desarrollo de los medios de comunicación social*. París: UNESCO. Disponible en: <http://unesdoc.unesco.org/images/0016/001631/163102S.pdf>

Throughout the course, professors will confirm and update the mandatory readings, as well as provide specific complementary resources according to the subjects dealt with.

Software

This course does not require any specialised software. For any virtual activities, Microsoft Teams will be used.