

History of Journalism

Code: 104985
ECTS Credits: 6

Degree	Type	Year	Semester
2501933 Journalism	OB	3	1

Contact

Name: Teresa Ferre Panisello
Email: teresa.ferre@uab.cat

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

Carme Ferre Pavia
Gil Pau Toll Deniel
Teresa Ferre Panisello
Francesc Xavier Camprubi Pla

Prerequisites

It is desirable to have passed the subject History of Communication.

Objectives and Contextualisation

The object of the course is to introduce students to the knowledge of the information production, preferably in contemporary centuries, starting with journalism in the 17th century. The transition from artisan journalism to industrial journalism and its evolution into current forms of digital journalism will be analysed. The approach prioritises the dimension of the construction of social reality elaborated on the basis of journalistic discourse.

Taking as a frame of reference the great international journalistic traditions of some Western European countries and the United States, the main field of study is Catalan journalism. At the same time, Spanish journalism will also be studied in a comparative way. The historical and critical study of these traditions aims to enable students to understand the challenges facing journalism today.

Each chapter will mention the social, political, technological, business and professional context. Also journalism in relation to other fields of social communication. In addition, the content of the course will be sensitive to cultural diversity and gender issues.

Competences

- Demonstrate a critical and self-critical capacity.
- Demonstrate adequate knowledge of Catalonia's socio-communicative reality in the Spanish, European and global context.

- Differentiate the discipline's 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 media's structure.
- Disseminate the area's knowledge and innovations.
- Identify modern journalistic traditions in Catalonia, Spain and worldwide and their specific forms of expression, as well as their historic development and the theories and concepts that study them.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Properly apply the scientific method, raising hypotheses regarding journalistic communication, validating and verifying ideas and concepts, and properly citing sources.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Value diversity and multiculturalism as a foundation for teamwork.

Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Apply scientific methods in a cross-cutting manner in the analysis of the relations between technological change and media access.
3. Demonstrate a critical and self-critical capacity.
4. Describe Catalonia's socio-communicative reality in the Spanish and European context from the political point of view.
5. Describe the structure, workings and management of the communication business.
6. Disseminate the area's knowledge and innovations.
7. Explain Catalonia's socio-communicative reality in the Spanish and European context from the economic and business point of view.
8. Explain the development of modern Catalan and Spanish journalistic tradition.
9. Identify the fundamentals of theories and the history of communication.
10. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
11. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
12. Propose projects and actions that incorporate the gender perspective.
13. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
14. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
15. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
16. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
17. Value diversity and multiculturalism as a foundation for teamwork.

Content

Topic 1.- Introduction and basic concepts. The History of Journalism as a subject matter.

Topic 2.- The origins of modernity: artisan journalism. The French absolutist model and the English alternative. The Catalan exception in the 17th century and the Castilian aspiration to the absolutist model.

Topic 3.- Journalism in the industrial era (1848-1873). The emergence of a new consumer public: the popular strata of the big cities. European and American models. The historical delay in the creation of liberal democracy and the specificities of industrial journalism in Catalonia and Spain.

Topic 4.- Mass journalism (1874-1914). Migrations and urban growth: new potential audiences. New Journalism: from Pulitzer to Hearst. The beginnings of culture and mass communication in Catalonia and Spain. The Renaixença and the emergence of contemporary journalism. The Crisis of '98.

Topic 5.- The world with images. Photojournalism: from the beginnings at the end of the 19th century to the "new form of visual communication" during the Spanish Civil War. Film newsreels: birth, irruption of sound films and decadence. Propaganda during the interwar period.

Topic 6.- The first third of the 20th century. The consolidation of mass industrial journalism in Barcelona and Madrid. The irruption of radio during the Dictatorship of Primo de Rivera. The Republican cycle. The golden age of the press in Catalonia and Spain.

Topic 7.- The Spanish Civil War and the Second World War from a journalistic perspective. Francoism: authoritarianism, officialism and journalistic uniformity (1939-1966).

Topic 8.- The evolution of journalism after World War II: the television era. The impact of the Fraga Law of 1966 on Franco's communication system. Vietnam War and "New Journalism".

Topic 9.- Towards the end of the Cold War. Crisis of Franco's dictatorship, democratic transition and reconstruction of Catalan and Spanish journalistic culture.

Topic 10.- Transformations in journalism in recent decades. The standard model of television news. The experience of CNN and other all-news channels. Cyberjournalism.

The 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.

Methodology

The methodology combines theoretical explanations with face-to-face guided activities, supervised activities, and independent work. Learning is based on the analysis and resolution of case studies. Teamwork, personal study, and critical analysis skills are encouraged.

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			
Evaluation	7.5	0.3	2, 8, 9
Theoretical explanations	28	1.12	2, 8, 9
Type: Supervised			
Seminars and internships	15	0.6	2, 8

Tutorials	7.5	0.3	2
Type: Autonomous			
Autonomous study	17.5	0.7	2, 8, 9
Course work	32	1.28	2, 5, 6, 8
Readings	14	0.56	2, 8, 9

Assessment

A. Evaluation of first enrollment students.

First-year students must take advantage of a continuous assessment system. The requirements to pass the subject are the following:

1. Carrying out a test-type test (50% of the final grade). The evaluable subject will refer to the set of readings of the course, as well as to the explanations and the debates carried out in the classes and the seminars.
2. Carrying out a group course work carried out in teams of three students (40% of the final grade). The seminar teacher must approve the proposal. The seminar teacher will also oversee monitoring the completion of the work throughout the course.
3. Follow-up of the practical activities proposed scheduled in the seminar (10% of the final grade).

Final grade

The course test, the group work, as well as having participated in the seminar activities must be carried out. About coursework, if the initial proposal has not been approved, or that it has not been submitted, it will be considered as not evaluable. Since the subject has a model of continuous assessment, the "non-assessable" in the seminar is also a "non-assessable" of the subject.

B. Evaluation of the students of second enrollment.

In the case of second registration, the student will be able to opt for a single synthesis test that will consist of an exercise in which the development of test-type topics and questions will be combined. The grade of the subject will correspond to the grade of this synthesis test.

C. Recovery system.

First-year students: in the case of failing the theoretical part of the course, the teacher will establish an alternative recovery test to be held on 26 January. The minimum mark of the course test to be able to average will be 3'5 out of 10. As for the course work, if the evaluation is not positive there will be a reworking period.

Any student who commits any irregularity copy plagiarism impersonation that may lead to a significant variation in the grade of an assessment act will be graded with a zero. In the event of several irregularities, the final grade of the subject will be zero.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Course work	40%	17.5	0.7	2, 3, 6, 8, 9, 11, 12, 15, 13, 14, 17
Exam course	50%	1	0.04	1, 2, 5, 4, 8, 7, 9, 10, 16, 14

Bibliography

ALBERT, P. (1990): *Historia de la prensa*. Madrid: Rialp.

ALMUIÑA, C. y SOTILLOS, E. (coord.) (2002): *Del Periódico a la Sociedad de la Información*. Madrid: Sociedad Estatal España Nuevo Milenio, 3 vols.

ÁLVAREZ, J. T. (1987): *Historia y modelos de la comunicación en el siglo XX. El nuevo orden Informativo*. Barcelona: Ariel Comunicación.

BARBIER, F. i BERTHO LAVENIR, C. (1999): *Historia de los medios: de Diderot a Internet*. Buenos Aires: Colihue.

BARRERA, C. (coord.) (1999): *Del gacetero al profesional del periodismo. Evolución histórica de los actores humanos del cuarto poder*. Madrid: Fragua.

BARRERA, C. (coord.) (2004): *Historia del Periodismo Universal*. Barcelona, Ariel.

BORDERIA, E., LAGUNA, A. y MARTINEZ, F.A. (2015): *Historia social de la comunicación*.

Mediaciones y públicos. Madrid, Síntesis.

BRIGGS, A. y BURKE, P. (2002): *De Gutenberg a Internet. Una historia social de los medios de comunicación*. Madrid: Taurus.

CANOSA, FRANCESC (ed.). (2016): *Història del Periodisme de Catalunya*. Barcelona, Sàpiens i Generalitat de Catalunya (3 vols).

CHARLE, Christophe (2004): *Le siècle de la presse (1830-1939)*. París, Seuil.

COHEN, Daniel (2000): *Yellow Journalism: Scandal, Sensationalism and Gossip in the Media*. Brookfield, Twenty-First Century Books

FUENTES, J.F. i FERNÁNDEZ SEBASTIÁN, J. (1997). *Historia del periodismo español*. Madrid: Síntesis.

GÓMEZ MOMPART, J.L. y MARIN OTO, E. (edi.) (1999): *Historia del Periodismo Universal*. Madrid, Síntesis.

GONZÁLEZ, P., ANTEBI, A., FERRE, T., ADAM, R. (2015). *Repòrters gràfics. Barcelona 1900-1939*. Barcelona: Ajuntament de Barcelona.

GRIFFITHS, Dennis (2006): *Fleet Street, Five hundred years of the press*. London, British Library.

GUILLAMET, J. (2003): *Història del periodisme. Notícies, periodistes i mitjans de comunicació*. Aldea Global: UAB, UJI, UV, UPF.

PIZARROSO, A. (1990): *Historia de la propaganda*. Madrid: Eudema

RUEDA, J.C.; GALÁN, E. i RUBIO, A.L. (2014). *Historia de los medios de comunicación*. Madrid: Alianza Editorial.

SÁIZ, M^a D. i SEOANE, M^a C. (2007). *Cuatro siglos de periodismo en España. De los avisos a los periódicos digitales*. Madrid: Alianza.

SPENCER, David R. (2007): *The Yellow Journalism: The Press and America's Emergence as a World Power*. Evanston, Northwestern University Press.

SCHUDSON, Michael (1981): *Discovering the News: A Social History Of American Newspapers*. Basic Books.

SOUSA, Jorge Pedro (2011): *Historia crítica del fotoperiodismo occidental*. Sevilla, Comunicación Social Ediciones y Publicaciones

SUNKEL, Guillermo (2002) *La prensa sensacionalista y los sectores populares*. Editorial Norma, Bogotá.

TORRENT, Joan i Tasis, Rafael. *Història de la premsa catalana*. Barcelona, Ed. Bruguera, 1966 (2 vols.).

Throughout the course, more specific bibliographic and documentary material with contextual information will be incorporated into the Virtual Campus.

Software

The course does not require mastery of any specific software, beyond the usual office automation packages.