



COURSE DATA

DATA SUBJECT

Code: 36653
Name: Journalism for equality
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1334 - Degree in Journalism	Facultat de Filologia, Traducció i Comunicació	4	Second quarter
1334 - Degree in Journalism	Facultat de Filologia, Traducció i Comunicació	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1334 - Degree in Journalism	Optatividad	ELECTIVES
1334 - Degree in Journalism	Optatividad	ELECTIVES

COORDINATION

CARRATALA SIMON FRANCISCO ADOLFO

SUMMARY

Journalism for Equality is an elective course that forms part of the 'Elective Subjects' module in the Journalism Degree curriculum.

The course encourages the study and reflection on journalistic practice as a tool for promoting social equality. It also proposes tasks involving the analysis and production of journalistic content that is responsible with human rights and critical of social inequalities.

The main objective of this course is to provide students with tools for critical reflection and responsible production of informative content that fosters equality in a diverse society. In this regard, the course approaches journalism as a field and tool of discursive production capable of either reproducing or transforming the power relations present in society. The course adopts a dual approach. On one hand, it offers a critical analytical perspective on the role of journalism as a key agent in the representation of certain communities and minority groups, as well as in the construction of identities and social issues, particularly those related to inequality. On the other hand, it aims to equip future professionals with skills related to intercultural journalism and gender perspective, enabling them to develop coverage committed to



equality and capable of deconstructing narratives and images rooted in machismo and the cisheteropatriarchy.

Additionally, the course directly contributes to the achievement of the Sustainable Development Goals (SDGs), particularly SDG 5: Gender Equality, by promoting fair and equitable media representation of women and LGTBI individuals, and SDG 10: Reduced Inequalities, by training students in the ethical and respectful treatment of vulnerable and at-risk groups. It also aligns with SDG 16: Peace, Justice, and Strong Institutions, by fostering journalism committed to human rights, inclusion, and social cohesion.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

This course does not require any prior knowledge.

COMPETENCES / LEARNING OUTCOMES

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Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Students should be able to defend a culture of peace and respect for the fundamental human rights within the processes of communication, specifically in regards to equality between women and men in all types of communication (informative, interpretative, semiotic, dialogic and opinion).

Students should be able to search for, select, read, interpret and analyse both written and audiovisual texts and documents (analytically, synthetically and critically).

Students should be able to work as a team, communicate their own ideas and integrate themselves into group projects aimed at achieving results.

Students should have an understanding of own and other social, historical, economic and cultural aspects within their relevant contexts.

Students should have initiative, creativity, credibility, honesty, leadership spirit and responsibility, both



personally and professionally.

Students should show solidarity with people across the planet, as well as knowledge of the main cultural currents in relation to individual and collective values and respect for human life.

DESCRIPTION OF CONTENTS

1. Media, power relations, and (in)equality

- 1.1. Media, discourse, and power
- 1.2. Media and inequality

2. The construction of the "other" through media discourse

- 2.1. Discursive discrimination: invisibility, stereotypes, stigma
- 2.2. Media and hate speech

3. Intercultural journalism as a strategy in the face of difference

- 3.1. Commitment, social function, and neutrality
- 3.2. Journalism and the defense of human rights
- 3.3. Journalism and social transformation
- 3.4. Intercultural journalism
- 3.5. Diversity in the media: newsroom, actors, sources

4. Journalistic coverage of vulnerable social groups

- 4.1. Migrant people
- 4.2. People with disabilities
- 4.3. Homeless people
- 4.4. Other vulnerable communities

5. News coverage of current affairs with a gender perspective

- 5.1. Cisheteropatriarchal culture and the media
- 5.2. Affective-sexual and gender diversity in the media
- 5.3. Journalistic representation of women
- 5.4. Women journalists in Spain
- 5.5. Coverage of gender-based violence

This content plan will be reflected in the following learning outcomes:

- Recognize and assess the influence of journalistic discourse in the articulation of power relations within the social system.
- Determine the role of the media in the generation of discourses about "the other" and their sociopolitical implications.



- Compare the rhetorical-discursive devices that have traditionally been used in the media to represent social minorities.
- Identify intercultural noise in journalistic discourse.
- Evaluate the opportunities offered by intercultural journalism as a strategy and practice in relation to the coverage of difference.
- Plan journalistic coverage that is respectful of and committed to human rights.
- Develop a critical attitude toward the unequal representation of social minorities, both quantitatively and qualitatively.
- Apply ethical guidelines and recommendations in journalistic production concerning vulnerable social groups.
- Mainstream the gender perspective as a cross-cutting criterion in the production of journalistic content.
- Practice appropriate skills for journalistic coverage of gender-based violence as a social problem.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	37,50
Independent study and work	20,00
Preparation of lessons	0,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
Total hours	67,50

TEACHING METHODOLOGY

The course combines various teaching methodologies aimed at fostering active student participation, critical thinking, and the practical application of content.

In-Person Activities

The following methodologies will be used during in-person sessions:

MD1 - Theoretical classes (lectures or presentations including student participation): Used to introduce and develop the core content of the course through lectures by the instructor and student engagement.

MD2 - Practical classes: Allow students to apply acquired knowledge through the analysis of news content, writing exercises, or case studies.

MD3 - Debate sessions: Spaces for collective discussion on current issues related to equality, media representation, and human rights, encouraging critical thinking.



MD5 - Seminars and workshops: More dynamic and interactive sessions focused on practical activities or guest speaker interventions, addressing specific topics of the course.

MD4 - Personalized and/or group tutorials: Preferably held in person to provide individual or group guidance throughout the learning process.

Non-Presential Activities

Students will carry out the following non-presential activities:

MD8 - Individual study and autonomous work: Includes reading assigned bibliography, reviewing course content, preparing graded assignments, and completing individual coursework outside of class hours.

This course is part of the educational innovation project Code 3328415: 'PEQSO - Sustainable Quality Journalism: Resources to Innovate Teaching and Learning in the Narration of Complex Realities and the 2030 Agenda', and follows the activities approved by the Permanent Training and Educational Innovation Service (SFPIE), among which the following stand out:

1. Student participation in reading seminars and documentary/report viewing sessions.
2. Visits from journalism professionals as part of the series 'Inside the Reportage Process'.

EVALUATION

The general grading system will follow the Regulations for Assessment and Grading at the Universitat de València for Bachelor's and Master's Degrees, approved by the Governing Council on May 30, 2017 (ACGUV 108/2017).

First Call Evaluation

The evaluation will consist of four components:

a) Final content application test: 30%

This test will involve a critical analysis of media coverage of two cases of gender-based violence, based on a textual or audiovisual sample selected by the instructor. Students must apply the theoretical content of the course, as well as the ethical principles and feminist perspective addressed throughout the semester. The main reference tool will be the *Manual d'estil per al tractament de la violència masclista i el llenguatge inclusiu*, which provides specific guidelines for evaluating news coverage in terms of terminology, visibility of the perpetrator, avoidance of revictimization, case contextualization, appropriate use of sources, and gender-sensitive language.

b) Group media analysis project and presentation: 30%

Students, working in groups, will conduct a media analysis using the methodology of the Global Media Monitoring Project (GMMP). This project will involve selecting journalistic samples, coding content according to GMMP categories, and critically interpreting the results. The report will be presented and



discussed in class.

c) Individual assignment (reading report): 20%

Students will write a critical review of a book related to journalism and equality (chosen from the recommended reading list). The review must include a well-argued personal assessment and original contributions that connect the book's content with the course discussions.

d) Participation in classroom debates and analysis: 20%

Active participation in in-person activities will be assessed, especially in debates on media representations, real-life cases, and ethical dilemmas related to equality. Both the quality of contributions and respect for diverse opinions will be considered.

Second Call Evaluation

All tasks are recoverable except for the grade linked to participation in classroom debates and analysis. The group project must be completed individually in this second call. A minimum score of 4 out of 10 is required in each evaluation component to pass the course. The overall grade must be at least 5 out of 10, except for the participation component, which is not subject to this requirement.

Academic Integrity

Intellectual honesty is essential in academic communities and for the fair assessment of student work. All assignments submitted in this course must be original. Work involving fraudulent collaboration or generated with the help of artificial intelligence (ChatGPT or others) will not be accepted.

If plagiarism is detected in any assessment task, the work may receive a grade of zero and result in failure of the course, regardless of any disciplinary proceedings that may be initiated and, if applicable, the sanctions established by current legislation.

The following will also be considered serious offenses and may result in immediate failure of the course: copying or facilitating the copying of assignments among students; irregular access to or early appropriation of exam content; facilitating or attempting to alter or destroy the content or results of an evaluable activity; and impersonation during exams. In such cases, the instructor must report the incident to the Degree Coordinator.

Assignments or exams containing spelling, typographical, syntactic, coherence, or writing errors will be penalized and may result in failure of the task.

REFERENCES

Basics

Bernal Triviño, A. I. (2018). *Hacia una comunicación feminista. Cómo informar e informarse sobre violencias machistas*. Editorial UOC



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Israel Garzón, E. (2006). *Comunicación y periodismo en una sociedad global: comunicar la diferencia*. Trillas.

Complementaries

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Arévalo Salinas, A., Al Najjar Trujillo, T., & Silva Echeto, V. (2021). Representaciones de la inmigración en los medios informativos españoles y su visibilidad como fuentes informativas. *Historia y Comunicación Social*, 26(1), 153-164.

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López-Sánchez, G., Utray Delgado, F., & Ruiz Mezcua, B. (2020). Representación de la discapacidad en la prensa digital española. *Revista Española de Discapacidad*, 8(2), 33-55.

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Solves, J., & Arcos-Urrutia, J.-M. (2020). Periodistas ante la inmigración: sobre aspiraciones y hechos. *Profesional De La información*, 29(6).