

COURSE OUTLINE

COURSE: FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA

Coordinator: Assoc. Prof. Dr Stella Angova, Department of Media and Public Communications (UNWE)

GENERAL

SCHOOL	UNIVERSITY OF NATIONAL AND WORLD ECONOMY, SOFIA, BULGARIA		
ACADEMIC UNIT	DEPARTMENT OF MEDIA AND PUBLIC COMMUNICATIONS		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE		SEMESTER	Fall
COURSE TITLE	FAKE NEWS & HATE SPEECH: REPRESENTATION OF VULNERABLE SOCIAL GROUPS IN THE MEDIA		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	7,5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge, competences and skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

(1) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> • Define the emergence and development of media, its responsibility and the role of a “fourth estate” • Recognize a range of theoretical perspectives on the role and power of media in society • Understand The impact of technology on newspapers, radio and television, and online media, and the rise of convergent media • Acquire skills for using different multimedia content tools and multiplatform content generation • Define social media as a communication channel and the role of audience as an information producer

- Understand the usage of stereotypes in media and the principles of media propaganda
- Decipher verbal and non-verbal cultural codes in media messages
- Define news, facts, data and acquire fact-checking skills
- Identify fake news, differentiate the types of misinformation and their affect on vulnerable groups
- Recognize hate speech in media and understand the difference between corporate policies and censorship
- Discuss good media practices and gain a set of basic media ethical standards

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Perform media case studies
- Search for, analysis and synthesis of data and information from online sources
- Checking information quality and authenticity
- Production of free, creative and lateral thinking
- Multiplatform content productions and digital storytelling
- Communicate through different types of media and social media
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Working in an interdisciplinary environment
- Team work

(2) SYLLABUS

The focus in this course is on the responsibility of media in the coverage of vulnerable groups, which are often presented in negative contexts because of stereotypes, hate speech and fake news. It is difficult for the audience to apply quality content criteria in a situation of information overload. Therefore, the course aims to present criteria for recognizing fake news and stopping hate speech with the help of knowledge about the media world. During the course, partners will trace the historical development of media and their role for shaping public opinion. The course consists of studies and analysis of local and global cases regarding the media coverage of vulnerable groups. It takes on media-specific, sociological and philosophical perspectives. During this module, the full cycle of Strategic Communication (Plan –Implement-Control and Evaluate) will be covered and the principles, methods, and tools of project management will be further analyzed.

Week 1. Introduction to the concept of media.

Week 2: Historical development of media.

Week 3: Media studies. A critical approach to the media system.

Week 4: Traditional media and new media.

Week 5: Online media.

Week 6: Social media.

Week 7: Representations of Social stereotypes in the media.

Week 8: Intercultural communication.

Week 9: News, facts, data.

Week 10: Fake news and media.

Week 11: The evolution of technology and fake news.

Week 12: Hate speech and freedom of speech.

Week 13: Ethical standards and issues in covering vulnerable groups.

(3) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Use of lectures and group working sessions	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Lecture notes, tutorial material and case studies	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	Lectures	39 hours
	Seminars	12 hours
	Study and analysis of Bibliography	34 hours
	Laboratory fieldwork analysis of good media practices	10 hours
	Multimedia practice	23 hours
	Essays writing	30 hours
	Tutorials	26 hours
	Study visits	16 hours
	Course total	190 hours
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>An essay will count for 50% of the grade and the rest will be based on class participation (20%).</p> <p>All students will have to turn in their final essays by a given date, via email. Each essay should be a maximum of 3,000 words (exclusive of cover page, references, tables and figures). The essay should rely on at least 20 different sources (academic/scholarly journal articles, books and book chapters, research institute reports, news items). Essays based solely or mostly on popular press articles and online sources will not be eligible for a grade over 7 out of a maximum of 10 points. Such sources could however be used for their value as ca Pleios G. (2020), The 'virus of truth', information and means of communication. Koltsida D. (ed), Information & media in Greece today: Pathogeneses, trends & prospects, 66-74. Nikos Poulantzas Institute, Athens. Available online in (Greek language) https://poulantzas.gr/yliko/sylogiko-enimerosi-mme-stin-ellada-simera-pathogeneies-taseis-prooptikes/. se studies (news items to be analysed / compared in the essay)</p> <p>The essays are expected to use the Harvard author – date citation style.</p> <p>Three different assignments related with the subjects of week 5, 6 7-8 will count for 30% of the total grade.</p>	

(4) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

- Barclay D. A. (2018), Fake news, propaganda, and plain old lies: How to find trustworthy information in the digital age. Rowman & Littlefield, MD: Lanham.

- Castells, M. The Internet and the Network Society. In: The Internet in Everyday Life.
- Chong M. & Choy M. (2020), An empirically supported taxonomy of misinformation. K. Dalkir & R. Katz (eds), Navigating fake news, alternative facts, and misinformation in a Post-truth world, 117-138. IGI Global, PA: Hershey.
- Deuze, M. Media Work. Polity, 2007.
- Frost, Ch. (2011) Journalism Ethics and Regulation. Routledge, London and New York.
- Habermas J. (1997), The structural transformation of the public sphere: An inquiry into a category of bourgeois society. Nisos, Athens.
- Hall, J. (2001). Online journalism: A critical primer. Pluto
- Jenkins, H. (2006). Convergence Culture: Where Old and New Media Collide. NYU Press
- Manovich, L. (2001). The Language of new media. Massachusetts Institute of Technology
- Martin, M.J, Nakayama, T.K. (2018). Intercultural Communication in Contexts, McGrew -Hill Education
- McCombs M., Einsiedel E. & Weaver D. (1996), Contemporary public opinion issues and the news. Kastaniotis, Athens.
- McGill, D. (2004) The Fading Mystique of an Objective Press. The McGill Report, Available at: <http://www.mcgillreport.org/objectivity.htm> 13.04.2021
- McQuail D. (2003), McQuail's mass communication theory. Kastaniotis, Athens.
- Nielsen G. (2020), Populism, fake news, and the flight from democracy. K. Dalkir & R. Katz (eds), Navigating fake news, alternative facts, and misinformation in a Post-truth world, 238-257. IGI Global, PA: Hershey.
- Noci, J. D. (2013). A history of journalism on the internet: A state of the art and some methodological trends. Revista internacional de Historia de la Comunicación, Nº1
- Pavlik, J. (2001). Journalism and new media. New York: Columbia University Press
- Pleios G. (2020), The 'virus of truth', information and means of communication. Koltsida D. (ed), Information & media in Greece today: Pathogeneses, trends & prospects, 66-74. Nikos Poulantzas Institute, Athens. Available online in (Greek language) <https://poulantzas.gr/yliko/sylogiko-enimerosi-mme-stin-ellada-simera-pathogeneies-taseis-prooptikes/>.
- Rosen, J. (1993) Beyond Objectivity. Nieman Reports 47(4), 48–53. Proceeding of the Information Seminar of Self-regulation by the Media. Strasbourg: Council of Europe, 7-8 October 1998, p.2.
- Singer, M.R. (1998) Perception & Identity in Intercultural Communication. Yarmouth, MA: Intercultural Press
- Kroeber, A.L. and Kluckhohn, C. (1952) Culture: A Critical Review of Concepts and Definitions. Peabody Museum, Cambridge, MA, 181.