



MA in International Studies on Media, Power and Difference

COURSE PLAN

Name of the subject: Children, Youth and the Media

Subject code: 32200

Term: First

Type: Optional

Number of credits: 7.5 ECTS credits

Teaching language: English

Teaching staff: Dra. Eulàlia Tort

1. Overview

This subject for the Master in International Studies on Media, Power and Difference focuses on the key issues for the psychosocial development of children and young people as long as the protection of their rights in media.

To this end, first, it will examine existing approaches to understanding media as mediation vehicles with an unavoidable ethical responsibility. Television, Internet and videogames in particular have the potential to generate both positive and negative effects, and many studies have looked at the impact of media on society, particularly on children and adolescents.

The second part of the subject will focus on some aspects that particularly affect the world's most vulnerable children and youth. This will be done by studying the work of authors and organizations that provide the conceptual framework for the approach. At the same time, the programme provides practical perspectives on applying the ethics to the fields of journalism, film and audiovisual studies, and advertising and public relations.

Finally, the subject will introduce students to activism and advocacy for children's rights. In this sense, children and youth are supposed to be citizens and they should participate on public policies at all levels.

2. Learning outcomes

By the end of the subject, students should be able to:

- Critically assess and contribute to the most relevant current debates concerning media production, representation, cultural consumption and diversity.
- Assess the keys to interpreting globally unjust phenomena related to the distribution of power.
- Define, evaluate and critique the different conceptual frameworks for diversity and communication policy, as well as the resulting media practices.
- Gain a deeper understanding, and develop a working definition, of experience and evidence-based advocacy as it applies to children's needs and rights
- Incorporate inclusive communication techniques into their daily production routines.
- Apply inclusive communication techniques to the design of action proposals based on respect for difference and diversity.
- Identify and critically evaluate the clues to interpreting communication phenomena related to the issue of difference and diversity.

3. Subject outline

INTRODUCTION:

1. Children, media and culture.

AN ETHICAL PERSPECTIVE:

2. Child poverty. An approach to available data and its construction through media. Case study: Child protection NGO (Unicef, Save the Children).
3. Violence against children. How to report about these violations of children's rights.
4. Children on the move. Migrants, refugees and unaccompanied minors. Case study: South border of Spain.

5. Advertising. The image of children and young people and the construction of stereotypes in the media.

6. Gender stereotypes in the media consumption habits of adolescents.

THE CHALLENGE OF ADVOCATE FOR CHILDREN'S RIGHTS:

7. Understanding the basic elements of advocacy.

8. Campaigning for children's rights: Advocacy, Campaigning and Media. Case study: Spanish law against violence on children.

9. Participation of children and youth on public policies.

4. Assessment

Students are expected to engage in independent reading of literature and participate actively in the exercises and discussions in class. The final mark is calculated as follows:

- Class participation (individual oral presentations and discussions): 25%
- Oral presentation: 25%
- Course project: 50%

Students have to comply with three grading requirements. The course project is the development of an advocacy campaign focused on a violation of children's rights. This exercise can be in pairs or in group of three students. This should be handed in week 10 of the course. Half of this grade will be based on content (focus, sources) and the other half on the identification of the key actors and the strategy to impact them. The second grading exercise, refers to the oral presentation of the campaign. Finally, the third grading exercise, refers to active participation in class debates and individual oral presentations. For example, each week, three students are asked to bring media samples on the subject to be dealt with that day.

5. Methodology

- All classes will begin with a brief review of the key ideas of the previous session
- Students are asked to bring media samples on the subject that will be dealt this week.
- All readings proposed must be completed before the start of every session.
- By week 6, all students should have chosen the issue of their campaign.
- By the week 9, all projects will be discussed at class.
- Students must attend at least 80% of the sessions. Attendance is always mandatory at sessions featuring guest speakers.

5. Bibliography

- Aran, Sue., Barata, Francesc., Busquet, Jordi., Medina, Pilar., & Moron, Silvia. 2003. Childhood, Violence and Television: Television Use and Children's Perception of Violence on Television. *Trípodos* (November 2015), 109-121.
- Buckingham, David. 1997. The Making of Citizens: pedagogy and address in children's television news. *Journal of Educational Media*, 23, 119-139.
- Buckingham, David. 2007. *Beyond Technology. Children's Learning in the Age of Digital Culture*. Polity Press, Ltd., Cambridge.
- Buckingham, David. 2007. Selling Childhood? *Journal of Children and Media*, 1(1), 15-24.
- Buckingham, David. 2000. *Creating Citizens: News, Pedagogy and Empowerment*. London: Routledge.
- Davies, Máire Messenger. 2010. *Children, media and culture*. London: Open University Press.
- Dortner, Kirsten; Livingstone, Sonia. eds. (2008). *International Handbook of Children, Media and Culture*. Los Angeles : Sage.
- Hasebrink, Uwe, Livingstone, Sonia, Haddon, Leslie and Ólafsson, Kjartan. 2009. *Comparing children's online opportunities and risks across Europe: cross-national comparisons for EU Kids Online*. London.
- Livingstone, Sonia. 2007. Do the Media Harm Children? Reflections on New Approaches to an Old Problem. *Journal of Children and Media*, 1(1), 5-14.
- Livingstone, Sonia. 2014. [Risk and harm on the internet](#). A A. Jordan i D. Romer (Eds.) *Media and the well-being of children and adolescents* (pp. 129-146). Oxford : Oxford University Press.
- Livingstone, Sonia. 2002. *Young people and new media : childhood and the changing media environment*. London, UK : Sage Publications.