

ENGLISH FRIENDLY COURSES (EFC) 2019-2020 – CAMPUS OF BIZKAIA

<https://www.ehu.eus/es/web/gkz-csc/all-the-information>

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In addition to the general offer of courses taught in English, some Centers also offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish, in which the syllabus summary; lecturer tutoring, examinations and/or papers are available in English.

FACULTY OF SOCIAL AND COMMUNICATION SCIENCES (323)		SEMESTER	CREDITS	SCHEDULE ¹
27086	Análisis del Entorno Económico	Sep. 2019- Jan. 2020	6	M
27187	El Sistema Político en España y Euskadi	Sep. 2019- Jan. 2020	6	M
27183	Representación y Partidos Políticos	Sep. 2019- Jan. 2020	6	M
25010	Sociología de la Vida Cotidiana	Sep. 2019- Jan. 2020	6	M
27117	Medios de Comunicación Local: Creación de un Producto	Sep. 2019- Jan. 2020	6	M
27198	Política Comparada	Sep. 2019- Jan. 2020	6	M
25031	Ciencia, Tecnología y Gestión del Conocimiento	Jan. 2020- May 2020	6	M
27191	Análisis Político y Prospectiva Electoral	Jan. 2020- May 2020	6	M
25022	Sociología Urbana	Jan. 2020- May 2020	6	M
27106	Reportalismo	Jan. 2020- May 2020	6	M

¹ SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

By clicking the subject's name, its Syllabus will appear.

TEACHING GUIDE

2019/20

Centre 323 - Faculty of Social and Communication Sciences

Cycle Indiferente

Plan GPERIO30 - Bachelor's Degree in Journalism

Year First year

SUBJECT

27086 - Analysis of the Economic Environment

ECTS Credits: 6

DESCRIPTION & CONTEXTUALISATION OF THE SUBJECT

As it has been pointed out in the different reports of the three Communication degrees available in this faculty, this subject is common to all of them in the first year. It is an introductory course that will help the students to acquire basic skills necessary for their future experience in the professional area of communication.

In the subject of Analysis of the economic environment, economic basic concepts and skills are acquired in order to understand the complex current economic reality as well as analysing governmental economic policies. On the one hand, the main principles, pros and cons of current market economies will be studied. And on the other hand, in order to justify and explain the role of the public sector, the main four macroeconomic issues are identified and analysed: the economic growth, the unemployment, the inflation and the external balance.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- To compare the underlying values, objectives, agents and institutions of different economic systems, with special attention to the market economy system.
- To identify and justify the intervention of the public sector in the economy and to be able to interpret the related indicators.
- To identify the main macroeconomic issues and imbalances: to explore their origin (the causes) and to propose economic policies to cope with them.
- To interpret the data and the socio-economic indicators related to the economic environment

LEARNING OUTCOMES:

1. To understand and interpret the economic facts that are described in the mass media.
2. To find out and to learn to use the main indicators and sources of economic information.
3. To synthesize in a clear and coherent way the information collected.
4. To interpret the economic situation of a country in terms of growth, employment and stability according to the indicators selected and available information
5. To interpret the mechanisms that lie under the free market and to think about them.
6. To justify the public sector intervention in economy
7. To consider and think about the new emerging trends in economy: globalization, gender economy, ecology, sustainability and human development.

THEORETICAL/PRACTICAL CONTENT

Lesson 1: Introduction: basic concepts in the economic analysis

Lesson 2: Microeconomic analysis: market economies

2.1 Operation of the markets: the demand and supply curves

2.2 Market failures

Lesson 3: Economic environment and main indicators and variables

3.1. Analysis of the supply: the GDP

3.2. Analysis of the demand

3.3. Analysis of the income distribution

3.4. Analysis of the financial state

Lesson 4: Stabilization policies

4.1. Central Bank and monetary policy

4.2. Fiscal policy

Lesson 5: Employment and labour market

5.1. Basic concepts and types of unemployment

5.2. Measuring unemployment: basic concepts and indicators.

5.3. Factors determining unemployment changes

5.4. Employment policies

Lesson 6: Othe macroeconomic imbalances

- 6.1. The Inflation problem
6.2. The International Economy: balance of payments and exchange rates

METHODS

The lectures will follow a theoretical-practical methodology. That is, the theory classes will be combined with training activities related to the contents seen in class. The attendance to the practical sessions will be mandatory.

TYPES OF TEACHING

Type of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Classroom hours	53		7						
Hours of study outside the classroom	79,5		10,5						

Legend: M: Lecture S: Seminario GA: Pract.Class.Work GL: Pract.Lab work GO: Pract.computer wo
GCL: Clinical Practice TA: Workshop TI: Ind. workshop GCA: Field workshop

ASSESSMENT SYSTEMS

- Final assessment system

TOOLS USED & GRADING PERCENTAGES

- Extended written exam 70%
- Realización de prácticas, trabajos individuales o en grupo, exposición de trabajos... 30%

ORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

EVALUATION SYSTEMS

- Final evaluation system

TOOLS AND PERCENTAGES OF GRADE

- Written exam to develop: 70%
- Carrying out exercises, assignments, problems: 30%

ORDINARY CALL

The final evaluation system will be applied, in which the following will be evaluated:

- The knowledge acquired by the student through a written exam, which will represent the 70% of the total mark. **IMPORTANT:** In order to pass the subject, it is mandatory to obtain a minimum of 2.5 points out of 7 points in the written exam.
- The remaining 30% of the total mark will cover the exercises, problems and assignments done by the student during the course. **IMPORTANT:** In order to take into account the grades obtained in this kind of training activities, it is mandatory to attend the practical sessions.

The student could also be evaluated just through the written exam (about the contents seen in class) which will cover the 100% of the final mark. For doing this, the student must present a justification (in a written format) to the teacher in the first 9 weeks of the fourth-month period indicated in the academic calendar of the centre.

Renunciation: The non-presentation to the exam set in the official exams calendar will suppose the automatic renunciation to the corresponding call.

EXTRAORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

It will consist of a unique final exam that will represent the 100% of the mark of the subject. Those students that during the fourth-month period have obtained positive grades in the practical part could keep them (if they want) so that they will have to do just a written exam that will represent the remaining 70% of the final mark.

COMPULSORY MATERIALS

Material provided via Egela.

BIBLIOGRAPHY

Basic bibliography

- Mankiw, N. G. (2017). Essentials of Economics (Eight Edition). Cengage learning US.
- Krugman, P., Wells, R. and Graddy, K. (2013). Essential of Economics (Third Edition). WORTH PUBLISHERS, New York and BASINGSTOKE.

In-depth bibliography

- Conde, Francisco J.; González, Sara (2001): Indicadores económicos. Ediciones Pirámide. Madrid.
- Mochón, Francisco (2005): Economía. Teoría y política. Editorial McGraw-Hill. Madrid.
- Morán, Juan Carlos (2015): Introducción a la economía aplicada para el periodismo y la comunicación. Editorial Pirámide. Madrid
- Samuelson, Paul A.; Nordhaus, William D. (2006): Economía. Editorial McGraw-Hill. Madrid.
- Serrano, José; Durán, Gemma; Guimón de Ros, José (2009): Entorno Económico. Editorial Pirámide, Madrid.
- Vara, Alfonso (2009): Economía básica para comunicadores (3º edición). Editorial Eunsa. Universidad de Navarra.

Journals

Ekonomiaz
Información Comercial Española
Papeles de Economía Española
Revista de Economía Mundial

Useful websites

<http://www.europa.eu/eurostat>
<http://www.ilo.org>

REMARKS

TEACHING GUIDE 2019/20

Centre 323 - Faculty of Social and Communication Sciences

Cycle Indiferente

Plan GPOLIT30 - Bachelor's Degree in Political Science & Public-Sector Management

Year Third year

SUBJECT

27187 - The Political System of Spain and the Basque Country

ECTS Credits: 6

DESCRIPTION & CONTEXTUALISATION OF THE SUBJECT

The course on the political system in Spain and Euskadi pursues a triple objective. The first is that the subject should provide students with solid notions about the structures and the functioning of the political and institutional reality of Spain and Euskadi. The second goes into depth on the main concepts and analytical instruments of political science that the student has become familiar with in the early years of the degree course, applying these concepts and instruments to case studies. Third, work on the content will be done from a comparative perspective, so locate the political systems of Spain and Euskadi in an international perspective.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- C1. Explain the complexity of a political system.
- C2. Define the elements that make up a political system and be able to identify them.
- C3. Distinguish the evolution and dynamics of the political system in Spain and Euskadi.
- C4. Analyse the main features of the political system in Spain and Euskadi and their dynamics.
- C5. Classify political positions on the model of State and their reflection in the Spanish Constitution.

THEORETICAL/PRACTICAL CONTENT

- Theme 1. The construction of the State and the constitutional process in Spain
- Theme 2. Evolution of the political process and main characteristics of the Spanish model of democracy from a comparative perspective.
- Theme 3. El territorial model of the 'State of the Autonomies' (regions)
- Theme 4. The construction of the Basque institutional model
- Theme 5. Main characteristics and institutions of Basque self-government.
- Theme 6: Evolution of the Basque political process.

METHODS

The distribution of credits in the subject is 5.3 for lectures and 0.7 for the practical work. Nevertheless, the lectures will encourage debate and the student's participation, particularly at a time in which the Spanish political system is going through a multidimensional crisis

TYPES OF TEACHING

Type of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Classroom hours	53		7						
Hours of study outside the classroom	79,5		10,5						

Legend: M: Lecture S: Seminario GA: Pract.Class.Work GL: Pract.Lab work GO: Pract.computer wo
GCL: Clinical Practice TA: Workshop TI: Ind. workshop GCA: Field workshop

ASSESSMENT SYSTEMS

- Final assessment system

TOOLS USED & GRADING PERCENTAGES

- Extended written exam 50%
- Practical work (exercises, case studies & problems set) 50%

ORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

To pass the subject course, students can choose between two different forms of assessment:

1. Mixed system of assessment consist of:
 - a. WRITTEN EXAMINATION TO BE SAT 50%
 - b. PRACTICAL WORK (EXERCISES, CASE STUDIES OR PROBLEMS) and/or assessment test during the course: 50%
2. Final assessment: The assessment will consist of sitting a written examination and/or a test (scoring a maximum of 10 out of 10).

EXTRAORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

Final assessment: The assessment will consist of sitting a written examination and/or a test (scoring a maximum of 10 out of 10).

COMPULSORY MATERIALS

- ALCANTARA, M. y MARTINEZ, A. (eds). "Política y Gobierno en España" Tirant lo Blanch. Valencia 2001.
- ALVAREZ CONDE, E. "El Régimen político español". Tecnos. Madrid 1982 (Ed1989).-
- BLAS, A. De (Comp) "Introducción al sistema político español" Teide. Barcelona 1982.
- ROMAN, P.(Coord) "Sistema político español". McGraw-Hill. Madrid 1995.
- TUSELL, J., LAMO DE ESPINOSA, E. y PARDO. R. (Eds). "Entre dos siglos. Reflexiones sobre la democracia española". Alianza. Madrid. 1996.
- SINOVA, J, eta TUSELL, J. "La crisis de la democracia en España" Espasa hoy. Madrid. 1997.

- CRUZ, R. y PEREZ LEDESMA, M. "Cultura y movilización en la España contemporánea". Alianza. Madrid. 1997.

BIBLIOGRAPHY

Basic bibliography

- GARCIA FERRANDO, M. Et al. "La conciencia nacional y regional en la España de las autonomías". CIS. Madrid. 1994.
- JIMENEZ ASENSIO, R. "Apuntes para una historia del constitucionalismo español". Autoedición. Donostia. 1992.
- MARAVALL, J.M., "La política de la transición". Taurus. Madrid.1985
- MARTINEZ CUADRADO, M. "La Democracia en la España de los noventa". Ariel. Barcelona 1996.
- PEREZ-DIAZ, V. "La primacía de la sociedad civil. El proceso de formación de la España democrática". Alianza. Madrid 1993.
- AJA, E. "El estado autonómico. Federalismo y hechos diferenciales. Alianza Editorial. Madrid. 1999.

In-depth bibliography

- CAPELLA; J.R., "Grandes esperanzas: ensayos de análisis político". Trotta. Madrid. 1996.
- PEREZ-DIAZ, V. "España puesta a prueba. 1976-1996." Alianza. Madrid. 1996.

Journals

Revista Española de Ciencia Política <http://www.aecpa.es/revista-espanola-de-ciencia-politica-envio-de-manuscritos/news.393/>
Revista Española de Investigaciones Sociológicas <http://www.reis.cis.es/REIS/html/index.html>
Inguruak <http://www.inguruak.eus/index.php/inguruak>
Revista de Estudios Políticos <http://www.cepc.gob.es/publicaciones/revistas/revistaselectronicas?IDR=3>

Useful websites

Senado: <http://www.senado.es/web/index.html>
Congreso de los Diputados: <http://www.congreso.es/portal/page/portal/Congreso/Congreso>
Gobierno español: <http://www.lamoncloa.gob.es/Paginas/index.aspx>
Politikon: <http://politikon.es/>
Parlamento Vasco: <http://www.legebiltzarra.eus/portal/eu>
Gobierno Vasco: <http://www.euskadi.eus/gobierno-vasco/inicio/>

REMARKS

COURSE GUIDE

2019/20

Faculty 323 - Faculty of Social and Communication Sciences

Cycle Not Applicable

Degree GPOLIT30 - Bachelor's Degree in Political Science & Public-Sector Management

Year Second year

COURSE

27183 - Representation & Political Parties

Credits, ECTS: 6

COURSE DESCRIPTION

The course concentrates on the concept of political representation and its different meanings, as well as on how political representation has been institutionalised in contemporary democracies. In particular, attention is paid to two cornerstones of said institutionalisation: elections and electoral systems, and political parties.

In the context of the Bachelor's Degree in Political Science and Public Management, this course:

- Is part of the second-year topic 'Political Processes and Structures in Contemporary Societies'.
- Builds on the content of the first-year courses 'Basic Concepts in Political Science' and 'Fundamentals of Political Analysis'.
- Will be necessary to study 'The Political System in Spain and the Basque Country', 'Political Communication', 'Political and Electoral Analysis', 'Comparative Politics', 'Political Marketing' and 'Political Action and Interest Groups' in the next years.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

The course is intended to produce the following learning outcomes:

- Students will be able to understand the historical evolution of the concept of political representation and its various meanings.
- Students will be able to understand how political representation has been institutionalised in contemporary societies and its current challenges.
- Students will be able to assess the alternatives to the idea of democratic representation and understand the link between political representation and democracy.
- Students will be able to understand how electoral systems work, what their constitutive elements are, and their effects.
- Graduates will be able to understand the representative dimension of political parties, their evolution and conditioning factors.
- Students will be able to understand the internal organisation of political parties.
- Graduates will be able to understand the patterns of inter-party competition and the consequences of party systems over the political system.

COURSE CONTENTS, THEORETICAL & APPLIED

Topics:

Theoretical Programme:

- The concepts of political representation and representative government

The concept of representation and theories of representation - Representation and the idea of national sovereignty - Imperative mandate vs representative mandate; delegates vs trustees - Representative Government

- The institutionalisation of political representation

The institutions of representation - Medieval and moderns parliaments - Elections - Competitive and non-competitive elections - Elections and the political process: legitimation and other functions - Representative democracy

- Key elements of electoral systems

The electoral process, electoral law and electoral system - The right to vote - Types of ballots and candidacies - The electoral district - Seat allocation formulae

- Types and effects of electoral systems

Types of electoral systems - Historical evolution - Majority rule - Proportional representation - Normative principles underpinning MR and PR - Examples of electoral systems

- Political parties

The origins of political parties - The constitutionalisation of political parties - The organisation of political parties - Functions of political parties - Types of parties and their evolution

- Party systems

Classification criteria and types of party systems - Indicators - The statics and dynamics of party systems - Electoral systems and party systems

Practical Programme:

(The practical programme will be adjusted to the necessities of students and the real number of classes every year--it is thus subject to minor changes.)

1. Political representation--discussion of key texts in the History of Political Thought.
2. Is there a crisis of representation? Presentation of relevant data and class discussion
3. Voting rights in different countries.
4. Gerrymandering--or the manipulation of electoral districts
5. Analysis of electoral results and the effects of different elements of the electoral system on electoral outcomes
6. Elaboration of the statutes of a political party
7. Comparative analysis of party systems

TEACHING METHODS

The course amounts to 6 ECTS, i.e. 60 classroom hours--46 of which will be dedicated to the theoretical programme, and 14 to the practical one--and 90 hours of student work.

The course combines:

- Lectures, where the instructor introduces the theoretical programme of the course. Students are expected to attend the classes, and they will occasionally be asked to also adopt an active role by asking and answering questions, making comments, and so on.
- Seminars / practical training. These are sessions dedicated to the practical programme, and students are expected to adopt a more active role throughout them. It is estimated that students will need four hours every two weeks to complete the practical programme, i.e. two hours of in-class work and two hours of out-of-class activities.
- Most of the out-of-class activities will be devoted to reading papers and learning the content of the lectures. Besides, students are expected to write a short research essay (see below), for which they will need 46 hours of out-of-class work approximately.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	46	14							
Hours of student work outside the classroom	69	21							

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 50%
- Exercises, cases or problem sets 20%
- Individual assignments 30%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The course follows a continuous evaluation system that combines three assessment tools:

- Completion of group assignments pertaining to the practical programme of the course (20% of the final mark). They are compulsory unless students quit the continuous evaluation system.
- Writing of a research essay of about 3,000 words on any topic related to the theoretical programme of the course (30% of the final mark).
- Written exam, which will consist of four open-ended questions pertaining to the content of the lectures, out of which students are expected to answer three.

All students have the right to quit the continuous evaluation system and opt for a final assessment system. Those who would like to choose this second option should inform the lecturer in written form about this during the first nine weeks of the semester. Students choosing the final assessment system will be expected to write the same exam as those following the continuous evaluation system (50% of the final mark), and to submit a research essay similar to the one mentioned above on the date of the exam (30% of the final mark). Besides, on the date of the exam, they are also expected to answer three additional questions / complete three additional assignments related to the practical programme of the course. One of them will be a commentary on any of the texts discussed in class. The other two exercises will be taken from the points 2-7 of the practical programme.

In the case of both the continuous evaluation system and the final assessment system, failure to take the exam will result in a 'no show' mark.

Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information or citations. One special grave case is plagiarism, which means using another person's words, ideas or work without citation, hence, pretending that it is your own. Cases of academic dishonesty will result in a failing grade (0 points) for the assignment where the case of dishonesty is detected.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The same conditions as the ones described above for the ordinary exam call apply to the retake. Students following the continuous assessment system can resit the final exam, while keeping all their other grades (i.e. the ones of their research essay and group assignments). Students who have opted for the final assessment system are expected to take again a written exam, with three additional questions / exercises pertaining to the practical programme, and submit a research essay on the date of the exam.

MANDATORY MATERIALS

Compulsory readings will be announced in due course and made available in eGela.

BIBLIOGRAPHY

Basic bibliography

Gallagher, Michael and Paul Mitchel, eds., 2005, *The Politics of Electoral Systems*. Oxford: Oxford University Press.

Herron, Erik S., Robert J. Pekkanen, and Matthew S. Shugart, eds., 2018, *The Oxford Handbook of Electoral Systems*. Oxford: Oxford University Press.

Katz, Richard S. and Peter Mair, 1995, Changing Models of Party Organization and Party Democracy. *Party Politics*, 1(1): 5-28.

Manin, Bernard, 1997, *The Principles of Representative Government*. Cambridge: Cambridge University Press.

Sartori, Giovanni, 2005 (orig. 1976), *Parties and Party Systems: A Framework for Analysis*. Colchester: ECPR Press.

Scarrow, Susan E, Paul D. Webb, and Thomas Poguntke, eds., 2017, *Organizing Political Parties: Representation, Participation, and Power*. Oxford: Oxford University Press.

Detailed bibliography

For additional references, students are strongly encouraged to consult Scopus and Web of Science, as well as the database of the university's library, which are being constantly updated.

Journals

For additional references, students are strongly encouraged to consult Scopus and Web of Science, as well as the database of the university's library, which are being constantly updated.

Web sites of interest

Given the changing nature of this information, relevant links (if any) will be provided in the materials distributed in class.

OBSERVATIONS

TEACHING GUIDE

2019/20

Centre 323 - Faculty of Social and Communication Sciences

Cycle Indiferente

Plan GSOCIO30 - Bachelor's Degree in Sociology

Year Second year

SUBJECT

25010 - Sociology of Everyday Life

ECTS Credits: 6

DESCRIPTION & CONTEXTUALISATION OF THE SUBJECT

The subject course Sociology of Everyday Life is an obligatory part of the second year of the bachelor's degree programme in Sociology. It is related to the subject courses in the first year of the bachelor's degree programme in Sociology "Foundations of Sociological Analysis" and "Social Institutions and Processes" because they represent the foundations of sociological analysis which, in this specific case, are applied to the analysis of everyday life. It is also related to the obligatory subject courses on the bachelor's degree programme in Sociology "Sociological Theory II" and "Sociological Theory III" because these work on the macro and micro theoretical aspects that shape contemporary social realities.

To do this subject course students must first have studied identifying, defining and analysing the social factors that explain processes of continuity and change in social realities. The purpose of this subject course with a view to professional practice is to critically observe and analyse the impact on most immediate, local sphere of life of the social, economic, legal, cultural and political processes previously studied from a macrosocial perspective in other subject courses.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- Explaining the processes in everyday life of which students are part in a sociological way.
- Critically observing and analysing the impact on their most immediate, local sphere of life of the social, economic, legal, cultural and political processes studied from a more macro perspective.
- Identifying the basic aspects of social life, such as differences in age, generation, gender and so on.
- Discerning the processes whereby society is structured in space and time, as well as the relationship between the social body and contexts.
- Differentiating between the processes that form what we understand as common sense, i.e. the repertoire of non-specialist knowledge through which we construct a sense of everyday existence.

THEORETICAL/PRACTICAL CONTENT

- . Knowledge of ordinary knowledge
- . How everyday life is structured in space and time
- . Interpersonal relations
- . Everyday life and technology
- . Everyday policy: the politicisation of everyday life

METHODS

The subject course is fundamentally based on a practical piece of work about students' everyday life, from a double standpoint of analysis and intervention. The analytical dimension will be worked on through practical group and individual work and the writing of research reports. The intervention dimension will call for ethnographic techniques and interventions in students' everyday life with appropriate documentation and collection of information.

TYPES OF TEACHING

Type of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Classroom hours	53		7						
Hours of study outside the classroom	79,5		10,5						

Legend: M: Lecture S: Seminario GA: Pract.Class.Work GL: Pract.Lab work GO: Pract.computer wo
GCL: Clinical Practice TA: Workshop TI: Ind. workshop GCA: Field workshop

ASSESSMENT SYSTEMS

- Final assessment system

TOOLS USED & GRADING PERCENTAGES

- Individual work 40%
- Team work (problem solving, project design) 40%
- Exposition of work, readings, etc. 20%

ORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

Systems of assessment

SYSTEM OF CONTINUOUS ASSESSMENT

SYSTEM OF FINAL ASSESSMENT

Marking tools and percentages:

INDIVIDUAL PAPERS 40%

GROUP WORK (PROBLEM-SOLVING, DESIGNING PROJECTS) 20%

PRESENTATION OF WORK, READINGS... 20%

Active, critical participation in class and doing the exercises set from time to time by the tutor 20%

Ordinary Session: Guidance and Withdrawal:

CONTINUOUS ASSESSMENT

- 40% of the final mark. Individual paper on the whole subject area. Each student will conduct a sociological analysis of his/her everyday life, using for this the analytical theories and categories worked on beforehand in class.

- 40% of the final mark. Group and individual work on different parts of the subject matter.

- 20% of the final mark. Active, critical participation in class and doing the exercises set from time to time by the tutor.

Students must obtain a mark better than 4 for the individual work in order to be assessed for the other exercises.

FINAL EXAMINATION: a final examination will be set for all students unable, for proven reasons, to attend classes regularly or who have not passed in the work set in the course of the classes. 100% of their mark will depend on the answers given in this examination. The said examination will take place in the location and at the time stipulated by the centre.

EXTRAORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

Extraordinary Session: Guidance and Withdrawal

Those who do not pass the course will be subject, depending on whether or not they have attended classes regularly, to the same system of assessment as the previous session. Students may also opt for assessment through a final examination.

COMPULSORY MATERIALS

Material distributed in class or uploaded to the eGela platform by lecturing staff.

BIBLIOGRAPHY

Basic bibliography

Berger, P. L. , H. Kellner y B. Berger, 1993, Un mundo sin hogar, Santander, Sal Terrae Berger, P. y T. Luckmann, 1991, La construcción social de la realidad, Buenos Aires, Amorrortu.

Garfinkel, H., 2006, Estudios en etnometodología, Anthropos, Barcelona Goffman, E., 1987, La presentación de la persona en la vida cotidiana, Buenos Aires, Amorrortu.

Goffman, E., Los momentos y sus hombres, Paidós, 1991.

Goffman, E. 2007, Frame analysis. Los marcos de la experiencia, CIS, Madrid. pp. 1-22.

Maffesoli, M., 1993, Conocimiento ordinario. Compendio de sociología, México. F.C.E.

Schutz, A. y T. Luckmann, 1977, Las estructuras del mundo de la vida, Buenos Aires, Amorrortu.

Schutz, A., 1974, El problema de la realidad social, Buenos Aires, Amorrortu.

Schutz, A., 1993, La Construcción significativa del Mundo Social, Barcelona, Paidós.

In-depth bibliography

Adler P.A., Adler, P. eta FONTANA, A. (1987). «Everyday life sociology». Ann. Rev. of Sociology, núm. 13.

Berger, P. L. , H. Kellner y B. Berger, 1993, Un mundo sin hogar, Santander, Sal Terrae

Garfinkel, H., 2006, Estudios en etnometodología, Anthropos, Barcelona

Goffman, E., Los momentos y sus hombres, Paidós, 1991.

Goffman, E. 2007, Frame analysis. Los marcos de la experiencia, CIS, Madrid. pp. 1-22.

Habermas, J., Historia y crítica de la opinión pública, Bartzelona: Gustavo Gili, 1999

Maffesoli, M., 1993, Conocimiento ordinario. Compendio de sociología, México. F.C.E.

Schutz, A. y T. Luckmann, 1977, Las estructuras del mundo de la vida, Buenos Aires, Amorrortu.

Schutz, A., 1974, El problema de la realidad social, Buenos Aires, Amorrortu.

Schutz, A., 1993, La Construcción significativa del Mundo Social, Barcelona, Paidós.

Journals

ATHENEA DIGITAL

EMPIRIA

INGURUAK

PAPERS

REVISTA ESPAÑOLA DE INVESTIGACIONES SOCIOLÓGICAS
REVISTA INTERNACIONAL DE SOCIOLOGÍA

Useful websites

Sociologia Ordinaria. Aprendiendo de lo banal, lo frívolo y lo superficial: <http://sociologiaordinaria.com/>

REMARKS

TEACHING GUIDE

2019/20

Centre 323 - Faculty of Social and Communication Sciences

Cycle Indiferente

Plan GPERIO30 - Bachelor's Degree in Journalism

Year Fourth year

SUBJECT

27117 - Local Media: Creating an Information Product

ECTS Credits: 6

DESCRIPTION & CONTEXTUALISATION OF THE SUBJECT

LOCAL MEDIA: CREATING A LOCAL NEWS PRODUCT:

COURSE DESCRIPTION:

In this optional 4th year Journalism course, students create a local news product in print, broadcast or digital format (a blog or website). This means students will discover and experience the creation of this local product from beginning to end, step by step. Students will be able to apply the theoretical and practical knowledge that they have acquired during the course in the same way that they would do in the real world of local journalism.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COURSE GOALS AND RESULTS:

- 1- Apply the main news genres and formats to local news products.
- 2- Search, select, and analyze different news sources, adapting local news content to specific narrative forms and strategies.
- 3- Develop skills and apply techniques, technologies and resources to local communication and information processes.
- 4- Design the formal and aesthetic aspects of local news content in accordance with different media formats.
- 5- Think up, plan, execute and manage new local communication projects.
- 6- Use different argumentative and linguistic resources to achieve the type of message suited to the target audience of a local media format.
- 7- Implement the different stages of development of a business organization in the creation of a local media outlet.

THEORETICAL/PRACTICAL CONTENT

COURSE CONTENTS:

- 1-Hyperlocal news in context
- 2-The withdrawal of local and regional news journalism
- 3-Coverage in hyperlocal news
- 4-Inside the hyperlocal newsroom
- 5-Stages of development in the creation of a local news product
 - 5.1- Design of the local news media: group members, objectives and target audience
 - 5.2- Design of the company: production process, organization chart, infrastructures, financial planning, type of company
 - 5.3- Production of the local news media: database with sources, reporting and writing process for each story
 - 5.4- Distribution and marketing campaign: planning, social media strategies
 - 5.5- Tasks performed by each member of the group
 - 5.6- A sample of the local news media: screenshots for online media, a pilot program for radio or television, a number zero for print media

METHODS

CLASS TIME: THEORY AND PRACTICE:

The subject is divided into four-hour weekly sessions: three hours for theory and one hour for class assignments. The students will be divided into subgroups for the practical assignments, which will be done in and outside the classroom. Students will have to prepare a topic to present in class as well as produce and distribute a local news product.

GRADING SYSTEMS AND CRITERIA:

- Ongoing evaluation system (continuous evaluation for theory and practice during the semester in groups).
- Final evaluation system (individual one-time evaluation for theory and practice in the first call exam).

The final score is divided into three parts. The first and the second parts are done in groups, and the third part is individual. The score for the first two parts will be the same for all the group members unless individual efforts are proved to be unequal. The score for the third part will be individual:

- 1-Development and presentation of a topic: 30 points
- 2-Creation of a local news product: 50 points
- 3-Class exercises: 20 points

To pass the course in the ongoing evaluation system, students must develop and present a topic in groups, and each student must attend 75% of the practical classes. Students must pass both the theory and the practical parts separately in order to pass the course. The passing grade for the theory is 15 out of 30 points, and the passing grade for the practical

part is 42 out of 70 points (a minimum of 30 out 50 points for the development and presentation of a topic, and a minimum of 12 out of 20 points for the class exercises).

As part of the ongoing evaluation system, students will be able to keep the passing grade for either the theory or the practice for the recall exam in June. This means that they will have failed the course in January with the lowest score obtained if they have failed the theory, the practice or both. However, they will have to retake only the failed part (theory, practice or both) in the recall exam in June.

TYPES OF TEACHING

Type of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Classroom hours	46		14						
Hours of study outside the classroom	69		21						

Legend: M: Lecture S: Seminario GA: Pract.Class.Work GL: Pract.Lab work GO: Pract.computer wo
GCL: Clinical Practice TA: Workshop TI: Ind. workshop GCA: Field workshop

ASSESSMENT SYSTEMS

- Continuous assessment system
- Final assessment system

TOOLS USED & GRADING PERCENTAGES

- Practical work (exercises, case studies & problems set) 70%
- Team work (problem solving, project design) 30%

ORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

FIRST CALL EXAM IN JANUARY:

Students who choose not to do the ongoing evaluation system will have to pass a theory exam and a practical part separately in order to pass the course. The theory exam (not a test) will be based on the contents given by the professor during the semester. The passing grade for the theory exam is 15 out of 30 points. The practical part will consist in the individual presentation of an online multimedia local news product already elaborated individually by the student during the semester. The passing grade for the practical exam is 42 out of 70 points. The entire exam, with the theory and practical part included, will take place in January and last around 2 hours.

Students who have failed the course but passed either the theory or the practical part in the first call exam in January will only have to take the failed part (theory, practice or both) in the recall exam in June. In that case, the final grade in January will be a fail with the lowest score obtained. Students who don't do either the theory or the practical exam or both the day of the first call exam in January will have a No Show as their final grade for the course.

Students can waive their rights to the ongoing evaluation system during the semester as long as they communicate their decision to the course professor in writing by November 8th., 2019. Students can also waive their rights to the final evaluation system (first call exam) if they communicate their decision to the course professor in writing by November 22nd., 2019.

EXTRAORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

RECALL EXAM IN JUNE:

Students who have failed the course in the first call in January will have to retake the failed part (theory, practice or both) in the recall exam in June. The recall exam in June replicates the structure of the first call exam in January both in the theory and in the practical part, as well as in the duration and the passing grading criteria.

Students who fail either the theory, the practical part or both in the recall exam in June will have failed the course in the 2019-2020 academic year with the lowest score obtained. Students who don't do either the theory or the practical exam or both the day of the recall exam in June will have a No Show as their final grade for the course. Neither grades for the theory or the practical part, even if passed, will be carried over to the next academic year.

COMPULSORY MATERIALS

HARTE, D.; HOWELLS, R.; WILLIAMS, A. (2019): Hyperlocal Journalism. The decline of local newspapers and the rise of

online community news. Oxon: Routledge.

BIBLIOGRAPHY

Basic bibliography

HARTE, D.; HOWELLS, R.; WILLIAMS, A. (2019): Hyperlocal Journalism. The decline of local newspapers and the rise of online community news. Oxon: Routledge.

In-depth bibliography

AIESTARAN, A. (2009): "Herriko informazioa: kazetarion probaleku eta eskola". En: Ramirez de la Piscina, Txema (ed) Kazetari aditua unibertso digitalean. Bilbao: Udako Euskal Unibertsitatea.

CEBRIÁN ENRIQUE, B. y MIRÓN, L. M. (2013): Áreas del periodismo. Sevilla: Comunicación Social Ediciones y Publicaciones.

CHICAIZA CAJAS, K. (2018): Las redes sociales y sus efectos en el periodismo local: Las redes sociales Facebook y Twitter y sus efectos en el Periodismo Local. Madrid: Editorial académica española.

FRANCO, G. (2008): Cómo escribir para la web. Bases para la discusión y construcción de manuales de redacción ´online´. Austin: Centro Knight para Periodismo en las Américas, Universidad de Texas.

GALÁN, E.; RODRÍGUEZ SERRANO, A.; MARZAL FELICI, J. (2018): Contenidos transmedia para la radiotelevisión de proximidad. Pamplona: Universidad de Navarra.

LÓPEZ GARCÍA, X. (2004): Desafíos de la Comunicación Local. Guía para la práctica de la información en los ámbitos de proximidad. Sevilla: Comunicación Social Ediciones y Publicaciones.

LÓPEZ GARCÍA, X. (2008): Ciberperiodismo en la proximidad. Sevilla: Comunicación Social Ediciones y Publicaciones.

SANAGUSTÍN, E. (2017): Plan de contenidos para medios sociales. Barcelona: Editorial UOC.

Journals

Useful websites

REMARKS

Students will fail the course if they commit any type of plagiarism either in the theory or the practical assignments during the semester or in the final exams, according to the Protocol about academic ethics and prevention of dishonest or fraudulent practices in the evaluation exams and academic works at the UPV/EHU, adopted by the University of the Basque Country on May 22nd, 2019.

TEACHING GUIDE

2019/20

Centre 323 - Faculty of Social and Communication Sciences

Cycle Indiferente

Plan GPOLIT30 - Bachelor's Degree in Political Science & Public-Sector Management

Year Fourth year

SUBJECT

27198 - Comparative Politics

ECTS Credits: 6

DESCRIPTION & CONTEXTUALISATION OF THE SUBJECT

The aim of this subject course is to study, from a comparative standpoint, the main features of different political systems selected as cases of special interest (the United Kingdom, the USA, France and Germany). The idea of this is to describe the practical functioning of structures, players and dynamics already dealt with on other subject courses, as well as demonstrating the usefulness of the comparative method in the study of political science. Comparative analysis of complex political systems.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- C1. Understanding the main theories and methodological aspects in the comparative study of political systems.
 - C2. Identifying features and classification of contemporary political systems on the basis of their main organisational and functional features.
 - C3. Distinguishing the specific features of a series of specific political systems according to their relevance.
 - C4. Developing the abilities of critical reasoning and argument.
- Also, the following transversal competencies of the 4th year of the degree in Political Science and Public Administration will be worked on and assessed:
- C5. Understanding the fundamentals of comparative analysis as applied to the study of political systems and transformation of the state and public administration.
 - C6. Understanding the impact of ideologies, interest groups and political and social movements on the political process, in order to design tools and plans for mediation and to manage conflicting interests in the domestic and international spheres.

THEORETICAL/PRACTICAL CONTENT

1. Comparative politics and the comparative method.
2. The political system as a product of the historical process.
3. Parliamentary, presidential and semi-presidential forms of government.
4. Comparative forms of regional government.
5. Political cultures and subcultures.
6. Comparative party systems.
7. Multidimensional comparison and contemporary empiricism.

METHODS

Lectures will be combined with activities, practical work and tasks to be performed in the classroom and at home (reading, discussing videos, debates, presentations etc.). This subject course is primarily lecture-based (5.3 credits), with some practical work (0.7 credits).

TYPES OF TEACHING

Type of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Classroom hours	53		7						
Hours of study outside the classroom	79,5		10,5						

Legend: M: Lecture S: Seminario GA: Pract.Class.Work GL: Pract.Lab work GO: Pract.computer wo
GCL: Clinical Practice TA: Workshop TI: Ind. workshop GCA: Field workshop

ASSESSMENT SYSTEMS

- Final assessment system

TOOLS USED & GRADING PERCENTAGES

- Extended written exam 50%
- Practical work (exercises, case studies & problems set) 50%

ORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

To pass the subject course, students can choose between two different forms of assessment:

1. Mixed system of assessment consist of;
 - a. WRITTEN EXAMINATION TO BE SAT 50%

- b. PRACTICAL WORK (EXERCISES, CASE STUDIES OR PROBLEMS) and/or assessment test during the course: 50%
2. Final assessment: The assessment will consist of sitting a written examination and/or a test (scoring a maximum of 10 out of 10).

EXTRAORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

The extraordinary session will be assessed through a written examination and/or test on the subject matter taught in the class (scoring a maximum of 10 out of 10).

COMPULSORY MATERIALS

- Almond, Gabriel A. eta G. Bingham Powell. 1978. Política comparada: una concepción evolutiva. Buenos Aires: Paidós.
Blondel, Jean et al. 1981. El Gobierno: Estudios Comparados. Madrid: Alianza.
Colomer, Josep M. 1995. La Política Europa: Introducción a las instituciones de quince países. Barcelona: Ariel, Barcelona.
Cotarelo, Ramón. 1993. Sistemas Políticos de la Unión Europea. Madrid: Universitas.
Lijphart, Arend. 2000. Modelos de Democracia. Barcelona: Ariel.

BIBLIOGRAPHY

Basic bibliography

- Aguilera de Prat, Cesáreo R. eta Rafael Martínez. 2000. Sistemas de Gobierno, partidos y territorio. Madrid: Tecnos.
Alcántara, Manuel. 1999. Sistemas Políticos de América Latina. Madrid: Tecnos.
Cavero, Iñigo eta Tomás Zamora. 1996. Los sistemas políticos. Madrid: Universitas.
Flores Juberías, Carlos. 1997. Las nuevas instituciones políticas de la Europa oriental. Madrid: Centro de Estudios Constitucionales.
Linz, Juan J. eta Arturo Valenzuela. 1997. La Crisis del Presidencialismo: Perspectivas Comparadas. Madrid: Alianza.

In-depth bibliography

- Aguilera de Prat, Cesáreo R. eta Rafael Martínez (2000): Sistemas de Gobierno, partidos y territorio. Madrid: Tecnos.
Alcántara, Manuel (1999): Sistemas Políticos de América Latina. Madrid: Tecnos.
Almond, Gabriel A. (1956): "Comparative Political Systems", Journal of Politics 18(3): 391 – 409.
Almond, Gabriel A. eta G. Bingham Powell (1978): Política comparada: una concepción evolutiva. Buenos Aires: Paidós.
Almond, Gabriel A., G. Bingham Powell, JR., Kaare Strøm eta Russell J. Dalton (2000): Comparative Politics Today. Nueva York: Longman.
Anduiza, E.; Crespo, I. eta Méndez, M. (1999): Metodología de la Ciencia Política. CIS: Cuadernos Metodológicos, núm. 28.
Blas, Asier (2012): Modelos de democracia en las Comunidades Autónomas españolas. Zaragoza: Fundación Manuel Giménez.
Colomer, Josep M^a (2001): Instituciones políticas. Barcelona: Ariel.
Dogan, Mattei eta Ali Kazancigil (1994): Comparing Nations. Oxford: Blackwell.
Easton, David (1957): "An Approach to the Analysis of Political Systems", World Politics 9 (3): 383-400.
Easton, David (1992): "Categorías para el análisis sistémico de la Política", Batlle, Albert, Diez textos básicos de Ciencia Política, Barcelona: Ariel, or. 221-230.
Ferrando Badia, Juan (1995): Regímenes políticos actuales. Madrid: Tecnos.
Flores Juberías, Carlos (1997): Las nuevas instituciones políticas de la Europa oriental. Madrid: Centro de Estudios Constitucionales.
Ganghof, Steffen (2003): "Promises and Pitfalls of Veto Player Analysis", Swiss Political Science Review 9(2): 1-25.
Linz, Juan J. eta Arturo Valenzuela (1997): La Crisis del Presidencialismo: Perspectivas Comparadas. Madrid: Alianza.
Matala, Tsimpanga (1996): El Poder por el poder en Africa. Vitoria: Gobierno Vasco.
McGann, Anthony (2004a): "The Tyranny of the Supermajority: How Majority Rule Protects Minorities", Journal of Theoretical Politics 16 (1): 53-77.

Journals

- Comparative Politics
- European Journal of Political Research
- Party Politics
- Revista de Estudios Políticos
- Revista Española de Ciencia Política
- West European Politics.

Useful websites

- <http://www.europeansocialsurvey.org/>
http://ec.europa.eu/public_opinion

www.undp.org
<http://www.idea.int/>
<http://www.parliament.uk/>
<http://www.house.gov/>
<http://www.assemblee-nationale.fr/>
http://www.bundestag.de/htdocs_e/index.html

REMARKS

TEACHING GUIDE

2019/20

Centre 323 - Faculty of Social and Communication Sciences

Cycle Indiferente

Plan GSOCIO30 - Bachelor's Degree in Sociology

Year Fourth year

SUBJECT

25031 - Science, Technology & Management of Knowledge

ECTS Credits: 6

DESCRIPTION & CONTEXTUALISATION OF THE SUBJECT

First of all, the subject analyses science as yet another social institution and the dismantling of the mythology of science created in the Modern Age that is taking place in modern societies. Second, in the context of globalized societies and information/data, the new meaning of the relationship between science and technology is studied, as well as the social significance of these two concepts. Finally, social innovation process related to science and technology are studied, as well as the importance of knowledge management in advanced societies.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- 1) Understand the theoretical and methodological basis of the study of science, technologies and innovation
- 2) Understand the social dimension of processes of change in organisations, with particular attention to knowledge management
- 3) Acquire practical skills in the handling and analysis of information and data in this field

THEORETICAL/PRACTICAL CONTENT

1. Social perception of science and technology
2. A first approach to the relationships among science, technology and society
3. Science and technology policies
4. R&D indicators
5. Merton's sociology of science
6. "The cognitive turn": Sociology of scientific knowledge
7. "The institutional turn": Innovation systems approach
8. Critical management studies

METHODS

In this subject, autonomous work by students will be particularly encouraged, together with participative strategies. More specifically, and in connection with the different teaching modalities (lectures, seminars and practical classroom work), the following activities will be carried out: - Lectures to present students with the theoretical basis of the different subjects in the programme - Practical work sessions, both individually and in groups: analysis of texts, lectures, statistical information, press releases, seminars and presentations in class.

TYPES OF TEACHING

Type of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Classroom hours	46	7	7						
Hours of study outside the classroom	69	10,5	10,5						

Legend: M: Lecture S: Seminario GA: Pract.Class.Work GL: Pract.Lab work GO: Pract.computer wo
GCL: Clinical Practice TA: Workshop TI: Ind. workshop GCA: Field workshop

ASSESSMENT SYSTEMS

- Continuous assessment system
- Final assessment system

TOOLS USED & GRADING PERCENTAGES

- Extended written exam 75%
- Practical work (exercises, case studies & problems set) 25%

ORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

Assessment in this subject will be CONTINUOUS and will include: a) a written test to be taken based on a.1) the drawing up and presentation (in class) of an in-depth individual examination of a case study, representing 45% of the final grade, and a.2) a dissertation about the theoretical and practical content of different subjects dealt with in class. The grade obtained in the examination will account for 30% of the student's final grade. b) The performance and presentation in class of different individual and group tasks throughout the academic year. The grades for these assignment and the continuous assessment of work done by the student in class will represent 25% of the final grade. It is essential to pass the individual test referred to in section a.2 to succeed the full subject. To apply this mode of assessment, 70% minimum attendance at class is required.

Following the existing rules student can also RENOUNCE TO THE CONTINUOUS EVALUATION by writing to Professor in a period of time not less than a month before the teaching time is ended (regulations for evaluation, art. 12.2).

FINAL EVALUATION

Regulations for the evaluation of students in degrees of UPV/EHU (BOPV nº50-13/03/2017) say: Anyway, students will have the right for been evaluated by de final examination system, independently of having take part or not in the continuous evaluation. For this students must present by written text to professor of the subject the renounce to continuous evaluation, and they will have a 9 weeks period to do this, from the beginning of the four month term. (art. 8.3) The final assessment under the ordinary call will be done in a written theoretical-practical exam to make up 100% of the grade. This exam will include both theoretical questions and practical activities, and will the knowledge acquired and the skills developed by the student will be jointly assessed.

EXTRAORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

For students who have followed the combined assessment modality, the grades obtained in the individual examination of a case study will be retained (a.1), together with that for the practical work done throughout the year (b), provided these have exceeded the established minimum. For students who have not participated in the continuous assessment system under the ordinary call, the final assessment in an extraordinary call will be done through a written theoretical-practical exam to make up 100% of the grade. This exam will include both theoretical questions and practical activities, and will the knowledge acquired and the skills developed by the student will be jointly assessed.

COMPULSORY MATERIALS

Se facilitará una selección de textos y materiales de trabajo obligatorios. Estos materiales se utilizarán para el estudio teórico de la asignatura, así como para la realización de las tareas prácticas. A través de la plataforma eGela se facilitará al alumno/a la programación detallada de asignatura, así como los materiales complementarios que fuesen necesarios.

BIBLIOGRAPHY

Basic bibliography

Ziman, John (1987): An introduction to science studies. Cambridge University Press.

Ziman, John (2008): Teaching and learning about science and society. Cambridge University Press

In-depth bibliography

Barnes, D., Edge, D. (1992): Science in context: readings in the sociology of science. Open University Press.

Braczyk, H; Cooke, P y Heidenreich, R. (Eds.) (1996): Regional Innovation Systems. The Role of Governances in a Globalized World, London, University College London Press

Collins, D (1998): Organizational change: sociological perspectives. London: Routledge.

Edquist, C. (1997): Systems of Innovation: Technologies, Institutions, and Organizations, London, Pinter.

Gibbons, M. (1994): The new production of knowledge: the dynamics of science and research in contemporary societies. London: Sage.

Huczynski, A (2006): Management gurus. London: Sage, revised edition.

Latour, B. (1987): Science in action: How to follow scientists and engineers throughout society. Cambridge, Mass: Harvard University Press.

Little, S., Quintas, P., Ray, T. (2002): Managing knowledge: an essential reader. London: Open University Press.

Lundvall, B. (1992): National Systems of Innovation: Towards a Theory of Innovation and Interactive Learning, London, Pinter.

MacKenzie, Donald; Wajcman Judy (editors) (1998) The Social Shaping of Technology: Second Edition. Open University Press: Buckingham, UK.

McKelvey, M.D., Edquist, C. (2000): Systems of innovation: Growth, competitiveness and employment. Cheltenham, UK: Edward Elgar.

Sanz-Menéndez, L. and Cruz-Castro, L. (2005) "Explaining the science and technology policy of regional governments",
Regional Studies 7, pp. 939-954

Journals

Organization Studies
Research Policy
Regional Studies
European Planning Studies
Technovation

Useful websites

OECD
Eurostat
Society for Social Studies of Science
European Association for the Study of Science and Technology

REMARKS

TEACHING GUIDE

2019/20

Centre 323 - Faculty of Social and Communication Sciences

Cycle Indiferente

Plan GPOLIT30 - Bachelor's Degree in Political Science & Public-Sector Management

Year Third year

SUBJECT

27191 - Political Analysis & Election Forecasting

ECTS Credits: 6

DESCRIPTION & CONTEXTUALISATION OF THE SUBJECT

The central aim of the subject course is to familiarize students with the tools and mechanisms of applied political analysis, from the approach to the problem to drawing up a report with diagnosis or proposals.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

SKILLS

The curriculum of the degree in Politics and Public Administration includes as basic skills the ability to compile and interpret relevant data, as well as students being able to apply their knowledge in a professional way and possessing the skills usually demonstrated in drawing up and defending arguments and solving problems in their area of study.

1. General skills

These include, among others, the following general skills:

C1. Understanding the meaning and relevance of methodological concepts, theories and approaches to observing phenomena in the political environment.

C2. Identifying the political actors in a particular context, their abilities and their behaviour, in order to analyse their effects on the political system and foresee scenarios.

C3. Becoming familiar with electoral processes, from the formation and expression of political preferences to the representative logic of democratic systems, in order to design political communication campaigns, define post-electoral scenarios or interpret their results.

C4. Prepare indicators to work with quantitative and qualitative data, to identify, analyse and assess different dimensions of political phenomena and the operation of institutions and administrations.

C5. Produce a brief piece of research work, the purpose of which is for the student to understand the process of drawing up political research, and as preparation for working on the final degree project in the last year.

2. Specific skills

To acquire the above general skills, this subject course concentrates on developing the following specific skills:

C1. Understanding the patterns of change and continuity in electoral trends, paying particular attention to the Basque And Spanish cases (synchronic and diachronic, spatial and temporal electoral analysis, and by types of election).

C2. Drawing up and applying analytical indices to study election results.

C3. Assessing the impact of political preferences on party structure and their effects on electoral systems.

C4. Understanding the possibilities of surveys for political analysis and learning to read data from them strategically in order to predict results and advise political actors in their decision-making.

C5. Understanding the state and dynamics of electoral competition in order to define strategies and help to design communication campaigns and strategies.

C6. Having the ability to conduct post-electoral analyses with real data obtained from databases available on the net, both at macro (aggregate data) and micro (survey) level.

CONTEXTUALISATION

The curriculum structure of this subject course means it does the following:

1. It forms part of the topic block on Political Analysis, aimed specifically at developing the skills required for the professional profile of political consultants and advisors, for strategic analysis and for foreseeing scenarios;

2. It relies on the content of the 2nd-year subject courses in Political Representation and Parties and Political Behaviour, as well as instrumental subject courses;

3. Due to its applied orientation it is a fundamental point of reference for the subject courses that make up the topic block on Political analysis in the 3rd and 4th years.

THEORETICAL/PRACTICAL CONTENT

SUBJECT MATTER

Module 1. Elections in the Basque Country and Spain.

- Electoral data.
- Types of elections: higher and lower-level elections.
- Diachronic analysis of elections: periodisation.
- Effects of the electoral system: representation and governability.

Module 2. Types of political/electoral studies.

- Qualitative and quantitative.
- Aggregate and sample-based.
- Political and electoral surveys.
- Estimates of electoral behaviour and vote projection.

Module 3. Patterns of electoral behaviour and the structure of competition.

- Mobilisation.
- Competitiveness.
- Polarisation.
- Fragmentation.
- Volatility.
- Changes in the conditions of party competition.

Module 4. Turnout in elections.

- Levels and factors in turnout.
- Studying abstention.

Module 5. The social basis of electoral behaviour.

- Cleavages and segmentation.
- The weakening of traditional cleavages or the appearance of new cleavages. 5.3. The sociological profile of electorates.

Module 6. Political factors in the vote.

- Parties, leaders and political context.
- The rational voter: strategic voting and economic voting.
- Individual reasons for voting.

METHODS

TAUGHT CLASSES

The basic systematic, conceptual and methodological contents of the programme are explained, with the aim of making it easier for students to understand them and to seek out further information. They are obligatory and are participative and dynamic in nature. Students' active participation will be taken into account in their assessment.

PRACTICAL CLASSES

Within normal teaching hours, these set out to work on practical and methodological aspects of the subject matter, by using relevant materials, readings or case studies. They should result in short pieces of written work and presentations, which may be individual or in small groups. They are necessarily participative and essential to assessment. They are of two kinds: a) those that form part of the taught classes; and b) those in the practical classes as such. In the latter case, they take the form of small exercises and analysis of data, either individually or in small groups, according to the specific guidelines given by the teacher. The main aim is to approach the concepts learnt in theoretical classes in a practical way, by analysing real electoral data and surveys, both pre- and post-electoral. In addition, in IT practice students will learn a series of methodological tools that will serve both for these practical sessions and to face of the preparation of the final research work.

TYPES OF TEACHING

Type of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Classroom hours	32		14		14				
Hours of study outside the classroom	48		21		21				

Legend:

M: Lecture S: Seminario GA: Pract.Class.Work GL: Pract.Lab work GO: Pract.computer wo
GCL: Clinical Practice TA: Workshop TI: Ind. workshop GCA: Field workshop

ASSESSMENT SYSTEMS

- Final assessment system

TOOLS USED & GRADING PERCENTAGES

- Extended written exam 30%
- Multiple choice test 20%
- Oral defence 20%
- Practical work (exercises, case studies & problems set) 10%
- Individual work 20%

ORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

This system of assessment will be the same both for the ordinary session and for the extraordinary one.

MIXED ASSESSMENT (criteria explained below).

Assessment of the personal work, knowledge and skills acquired by the student during the course results in a conventional numerical mark from 0 to 10 points, with 5 points being the minimum pass mark for the subject course, according to the following weighting.

- a) Basic learning: up to 5 points

Assessment of the content of this block will be through a final examination and a final interview, both obligatory, covering:

a) the conceptual and methodological part of the course, and b) the personal work done. Their combined weighting will be 50% of the final mark, and the former must be passed in order to pass the course.

The final written test will take into account the teacher's presentations in class and the compulsory texts. Passing the test is an essential requirement to go on to the oral test and pass the course. Its weighting in the final mark will be 30% (or 3 points).

The oral test is compulsory for those who meet the minimum requirements, it serves to improve their mark and its weighting in the final mark will be 20% (or 2 points).

Points will be given for: 1) appropriacy of the answer to the question set; 2) clarity, order and logic in the ideas and arguments presented; 3) theoretical appropriacy and conceptual accuracy in answers; 4) the ability to give examples in answers and extract practical consequences and relationships in the political context; 5) knowledge and mastery of the materials used on the course; 6) explanation of the practical tasks performed, both individually and in a group; 7) exposition of the main conclusions of these practical tasks.

b) Practical activities: up to 5 points

Remember these are of two kinds: a) those that form part of the taught classes; and b) those in the practical classes as such.

a) Those corresponding to taught classes or exercises in class (a) are worth 20% (or 2 points) of the final mark.

b) A final paper corresponding to the practical classes, in accordance with the specific guidelines given by the teacher.

This final paper will be compulsory in nature and be worth 30% (or 3 points) of the final mark; at least 1.5 points must be scored to pass the course and go on to the oral examination.

Points will be given for: 1) the appropriacy and theoretical/practical accuracy of the answers in relation to the questions set; 2) the use of techniques and/or methods to solve the questions set; 3) the work on documentation and gathering information done by each student and/or group; 4) the clarity of the exposition, correct choice of arguments and coherence of written discourse.

EXTRAORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

Assessment of content in the extraordinary session will be through a final examination and a final interview, both obligatory, covering: a) the conceptual and methodological part of the course, and b) the personal work done.

COMPULSORY MATERIALS

ALVIRA, F. (2011, 2ª). La encuesta: una perspectiva general metodológica. Madrid, CIS.

ANDUIZA, E. & BOSCH, A., (2004). Comportamiento Político y Electoral. Barcelona, Ariel.

CRESPO, I. y RICO, G. (1999). "Las encuestas preelectorales: metodología y validez", en Plural, vol. V, núm. 8, pp. 137-148.

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KLINGEMANN, H.D. y FUCHS, D. (eds.), (1995): Citizens and the State. Oxford Univ. Press

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OÑATE, P. y OCAÑA, F.A. (2000): Análisis de datos electorales, CIS, Madrid.

TAAGEPERA, R. & SHUGART, M.S., 1989. Seats and votes. The effects and determinants of electoral systems. New Haven: Yale Univ. Press.

In-depth bibliography

ANDUIZA, E., CRESPO, I. Y MÉNDEZ, M. (1999). Metodología de la Ciencia Política. Madrid, CIS.

BUDGE, I. y FARLIE, D.J. (1986). Pronósticos electorales. Madrid, Centro de Estudio Constitucionales.

CRESPO, I. (ed.), 2013. Partidos, medios y electores en procesos de cambio. Las elecciones generales españolas de 2011. Valencia, Tirant lo Blanch.

FERNÁNDEZ SANTANA, J.O. (1994). Diseño y utilidad de las encuestas preelectorales. Vitoria, Servicio de Publicaciones del Gobierno Vasco.

LLERA, F.J. (1985). Postfranquismo y fuerzas políticas en Euskadi. Sociología electoral del País Vasco. Bilbao, Ediciones UPV-EHU.

LLERA, F.J. (1994). Los vascos y la política. Bilbao, Ediciones UPV-EHU.

MIQUEL, J. (1992). "Un método para la producción de estimaciones finales de voto y distribución de escaños en sondeos de salida de urnas", en Actas del V Seminario sobre Investigaciones Políticas. Madrid, AEDEMO, pp. 185-218.

PALLARÉS, F. (ed.), (2009). Elecciones, comportamiento político y gobierno en la España multinivel. Valencia, Tirant lo Blanch

RUIZ FUENTES, R. (1992). "Marcos muestrales, equilibrajes muestrales y estimaciones de voto en los sondeos

preelectorales" en Actas del V Seminario sobre Investigaciones Políticas. Madrid, AEDEMO, pp. 219-245.
RUIZ OLABUENAGA, J.I. et al. (1998). Sociología Electoral Vasca. Bilbao, Ediciones UD.
SENDIN, F. (1991). "Asignación de indecisos en los sondeos electorales", Actas del IV Seminario sobre Investigaciones Políticas. Madrid, AEDEMO, pp. 73-93.
VARELA, J., BRAÑA, T., GARCÍA CARREIRA, A. y Vázquez, X.G. (1998). "Estimación de la respuesta de los 'no sabe/no contesta'; en los estudios d

Journals

Revista Española de Ciencia Política
Revista Española de Investigaciones Sociológicas
Electoral Studies

Useful websites

http://www.euskadi.net/elecciones/indice_c.htm
<http://www.infoelectoral.mir.es/>

REMARKS

Active participation in the practical programme by students will be on computers, using office and statistical analysis software (basically Word, Excel and SPSS). Before each session a script will be provided via Moodle to follow the session, including graphic media and an outline of the main steps to be taken in the session, depending on the software to be used. Moreover, reference material to do the hand-in exercises will be supplied by the same channel.

TEACHING GUIDE 2019/20

Centre 323 - Faculty of Social and Communication Sciences

Cycle Indiferente

Plan GSOCIO30 - Bachelor's Degree in Sociology

Year Third year

SUBJECT

25022 - Urban Sociology

ECTS Credits: 6

DESCRIPTION & CONTEXTUALISATION OF THE SUBJECT

Urban Sociology is a compulsory third course subject. Urban sociology is a subject with an important theoretical and practical load. At the present time, the enormous population growth of the cities and the transformations that take place within generate a significant production in the sociological literature as well as in the applied research. The subject of Urban Sociology approaches the current reality of cities from theory as well as from practice.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCES:

- To analyze the sociological theoretical-methodological frameworks in the study of the cities and the urban question (this competence crosses with competences 1-4-6-8 of the module).
- To analyze and interpret the problems inherent to cities and the urban environment, taking into account the social, cultural and spatial factors (this competence crosses with competences 1-4-6-8 of the module).
- To analyze and relate the implications between the urbanization process and other relevant social processes; Between the evolution of urban forms and the transformations of contemporary societies (this competence crosses with competences 1-4-6-8 of the module).
- To elaborate, use and interpret indicators and instruments of social measurement (this competence crosses with competences 1-4-6-8 of the module).
- Analyze and produce quantitative and qualitative data (they cross with the competences 1-4-6-8 of the module).
- Design an applied research with the choice of the pertinent techniques in each case (they cross with the competences 1-4-6-8 of the module).
- To analyze and design policies aimed at addressing urban problems (this competence crosses with competences 1-4-6-8 of the module).

LEARNING OUTCOMES:

- To be able to describe the main theoretical models existing in the urban framework.
- Ability to analyze the main elements of urban reality.
- To know how to carry out an applied research.

THEORETICAL/PRACTICAL CONTENT

THEORETICAL PROGRAM

- Introduction
- 1. The origins of the city
- 2. The city thought: paradigms and theories
- 3. The city lived: social and economic perspectives
- 4. The built city: urban planning and policies

PRACTICAL PROGRAM

- Socio-urbanistic diagnosis of an urban unit
- GIS software
- Field Practices (they materialize during the course)

METHODS

- Diferent methodologies
- Master classes
- Audiovisual
- Practical classes (individual & in group)
- Tutorial classes
- Out of university practical classes

TYPES OF TEACHING

Type of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Classroom hours	53		7						
Hours of study outside the classroom	79,5		10,5						

Legend: M: Lecture S: Seminario GA: Pract.Class.Work GL: Pract.Lab work GO: Pract.computer wo
 GCL: Clinical Practice TA: Workshop TI: Ind. workshop GCA: Field workshop

ASSESSMENT SYSTEMS

- Final assessment system

TOOLS USED & GRADING PERCENTAGES

- Extended written exam 50%
- Practical work (exercises, case studies & problems set) 15%
- Individual work 30%
- Exposition of work, readings, etc. 5%

ORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

Continuous Evaluation

- exam (50%)
- practical exercises (50%)

Alumni can adopt the final evaluation during the first nine weeks of the course through a written note to the lecturer.

Final Evaluation

- exam (50%)

alumni can leave up the Continuous Evaluation through a written note to the lecturer at least one month before the end of the classes.

EXTRAORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

Exam (100%).

COMPULSORY MATERIALS

Lecturer's notes.

BIBLIOGRAPHY

Basic bibliography

GOTTDIENER, Mark, HUTCHINSON, Ray & RYAN, Michael T. (2015): The New Urban Sociology, Paperback.
MACIONIS, John (2016): Cities and Urban Life, Paperback.

In-depth bibliography

ABRAHAMSON, Mark (2013): Urban Sociology: A Global Introduction, Paperback.
PACIONE, Michael (2009): Urban Geography: A Global Perspective, Roudledge.
JACOBS, Jane (1961): The Death and Life of Great American Cities, Random House.
MUMFORD, Lewis. (1961): The City in History, Harcourt Inc

Journals

Urban studies

Useful websites

unhabitat.org

REMARKS

SUBJECT: REPORTING

DESCRIPTION AND BACKGROUND OF THE SUBJECT

Reporting can be considered a crucial subject in the degree of Journalism and it is closely connected with all the courses focused on the journalistic writing skills. In fact, Reporting develops and deepens the basic knowledge about the issue learnt in the first years of the degree. The subject is based on the genre of reportage and it goes in depth in its elaboration through theory and practical work. Attention is paid as well to investigative journalism.

SKILLS AND LEARNING OUTCOMES

Report becomes the focus of a course that pursues complementing, widening and developing the skills learnt by students in the course of Information Genres, whose syllabus includes the introduction and the first contact with reporting. The written journalism is the reference in both courses.

Goals

-Promotion of analytic and critical reading of reports. A good reporter must be a good reader of reports. This fact implies frequent reading of reports and the capability to recognise and identify the distinguishing elements of a quality reportage.

-Deepening in journalistic writing. Narrative resources to present, structure and synthesise the content will be deployed by students.

-Knowledge and familiarisation with the expertise needed to make a report. Writing is the final stage, but it only represents part of the reporter's duties. Students have to know the entire process, which includes selection of topics, decision about the point of view, collection of previous data, search and contact with sources, personal and documentary.

-It is essential to make aware students about the importance of an accurate reporting, made honestly according to professional deontology. To achieve it, students have to embrace the limits they must respect.

Skills

The teaching programme is oriented to the development of a series of specific skills related to the subject and a series of general or global skills associated with the degree.

Specific skills:

Analysis of reports: best practises and mistakes

Election of suitable topics

Capability of choosing the perspective of the report

Proper choice of sources and suitable treatment

Style of writing a report

THEORETICAL SYLLABUS

1. Definition. What reporting is?

2. History of reporting

- 2.1. Reporting origins
- 2.2. Influence of New Journalism
- 2.3. Kapuscinski model

3. Typology of reportage

- 3.1. Typology by José Luis Martínez Albertos
- 3.2. Typology by Álex Grijelmo
- 3.3. Typology by Miguel Ángel Bastenier
- 3.4. Typology by Begoña Echevarría

4. Structure of report

- 4.1. Writing headlines
- 4.2. How to begin a report
- 4.3. How to structure a report
- 4.4. How to close a report

5. Style of reporting

- 5.1. Clarity, conciseness and precision
- 5.2. Accuracy and rhythm
- 5.3. Creativity and literary expression

6. How to design a report

- 6.1. Guideline to choose the topic
- 6.2. The importance of perspective
- 6.3. Management of sources

6.4. Verification of information

6.5. Selection of information

7. Contemporary reporting: new trends

7.1. The interpretative condition

7.2. Literary writing

7.3. The influence of reporting in news

PRACTICAL SYLLABUS

1. Analysis of a variety of reporting models

2. Writing structural parts of a report

3. Writing different types of reports

METHODOLOGY

The main aim of this subject is that students achieve a deep knowledge of reporting. Within this focus, theory and practise have to be integrated and coordinated.

-Theoretical lectures. Lectures are combined with analysis of reports. Theoretical learning will be assessed in a writing or multiple choice exam.

-Practical works. Creation, writing and correction of reports and works related to reporting. Every student has to write some reports based on real facts that he/she has to look for, discover and study out of class-time. Thus, he/she is going to keep in touch with reality and he/she has to obtain and use his/her own sources.

ASSESSMENT SYSTEM

Type of assessment: combined assessment

Practical works will be mainly individual. Assessment is based on two parts.

Practise: continuous assessment of practical works during the quarter. At its end, students with the majority of works passed will avoid the practical exam. Practise represents 70% of global mark.

Theory: exam about the theoretical concepts treated in lectures. Theory represents 30% of global mark.

FINAL ASSESSMENT

Final assessment consists of a theoretical part and a practical one that will be evaluated

separately (the practical part represents 70% of the mark and the theoretical part represents 30%).

To pass the subject, passing both parts singly is required.

BASIC REFERENCES

BASTENIER, Miguel Ángel (2001). El blanco móvil. Curso de periodismo. Madrid, Ediciones El País.

ECHEVARRÍA LLOMBART, Begoña (2011). El reportaje periodístico. Una radiografía de la realidad. Sevilla, Comunicación Social.

FERNÁNDEZ PARRAT, Sonia (2003). Introducción al reportaje. Antecedentes, actualidad y perspectivas. Santiago de Compostela, Servicio de Publicaciones de la Universidad de Santiago de Compostela.

GRIJELMO, Álex (2001). El estilo del periodista. Madrid, Taurus.

MACIÁ BARBER, Carlos (2007). El reportaje de prensa. Análisis del propósito y recursos del género en suplementos de diarios de información general españoles. Madrid, Universitas.

YANES MESA, Rafael (2004). Géneros periodísticos y géneros anexos. Una propuesta metodológica para el estudio de los textos publicados en prensa. Madrid, Fragua.

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BEZUNARTEA, Ofa; HOYO, Mercedes del y MARTÍNEZ, Florencio (1998). 21 lecciones de reporterismo. Bilbao, Servicio Editorial de la Universidad del País Vasco.

CAMPS, Sibila (1999). Periodismo sobre catástrofes. Buenos Aires, Ediciones Paulinas.

CAMPS, Sibila y PAZOS, Luis (1996). Así se hace periodismo. Manual práctico del periodista gráfico. Buenos Aires, Paidós.

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CHILLÓN, Lluís Albert (1999). Literatura y periodismo: una tradición de relaciones promiscuas. Barcelona, Servei de publicacions de la Universitat Autònoma de Barcelona.

ECHEVARRÍA LLOMBART, Begoña (2004). Las W's del reportaje. Valencia, Servicio de Publicaciones de la Universidad CEU Cardenal Herrera.

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<http://www.ull.es/publicaciones/latina/z8/r4absonia.htm>

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MALCOLM, Janet (2004). El periodista y el asesino. Barcelona, Gedisa.

MACIÁ BARBER, Carlos (2008). La depauperación del reportaje en las redacciones se bosqueja en el aula universitaria. Estudio de campo de las deficiencias relevantes (2002-2008). Estudios Sobre el Mensaje Periodístico, número 14. Pp 483-495.

MARTÍN VIVALDI, Gonzalo (1973). Géneros periodísticos. Madrid, Paraninfo.

MARTÍNEZ ALBERTOS, José Luis (1984). Curso General de Redacción Periodística. Barcelona, Mitre.

MERCHER, Melvin (1994). News reporting and writing. Dubuque, Brown and Benchmark.

METZLER, Ken (1986). Newsgathering. New Jersey, Prentice Hall.

MISSOURI Group, The (1988). News reporting and writing. New York, Saint Martin's Press.