




Updated On	2023/10/23																																
Curricular Year / Period	2023/24 / S1																																
Course	Journalism and Communication																																
Curricular Unit	Media History																																
Language(s) of Instruction	Português																																
ECTS/tempo de trabalho (horas)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>5</td> <td></td> <td>0</td> <td>45</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>15</td> <td>0</td> </tr> </tbody> </table> <p style="font-size: small;">T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral									T	TP	PL	S	TC	E	O	OT	EC	5		0	45	0	0	0	0	0	0	15	0
ECTS	Total			Horas de contacto semestral																													
		T	TP	PL	S	TC	E	O	OT	EC																							
5		0	45	0	0	0	0	0	0	15	0																						
Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Adriana Mello Guimarães / adrianamello@ippportalegre.pt																																
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	Not applicable																																
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	Recognize the extent to which the evolution of communicational phenomena play a determining role in the transformation of society. Know the chronology of the most significant stages of the media. Students must master the essential aspects of the history of the mainstream media.																																
Sustainable Development Goals	  																																
Syllabus	<ol style="list-style-type: none"> 1. Brief introduction: the points in common between History and Media. 2. The forms of communication before Gutenberg. 3. The Revolution of the Press and its repercussions. 4. Journalism in Portugal: the romantic or opinion press; the industrialization of the press. Information agencies and the globalization of information. The implementation of radio and television in Portugal. The first steps of Advertising in Portugal. 5. "From the Global Village to the Internet Galaxy": electronic media in the post-industrial society. 																																
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>We started with an inductive methodology that will start from the knowledge and information of the students and that will pass through the research in diverse sources which will allow to construct a comprehensive picture as to the role played by the evolution of the communication in the society. The classes take place with active participation, and with the use of techniques (demonstrative, interrogative, expositive and inductive), and with the use of various pedagogical means. The operation of the techniques involves practical work (individual or group), debates and pedagogical games within the thematic scope of the discipline.</p> <p>The evaluation process will include an individual consultation of newspapers from the 19th century (50%) and a group work (50%). It should be noted that in the work progress will be valued in relation to the objectives previously established with the students.</p> <p>2 - Period assessment</p> <p>Assessment will be continuous and will include two research papers that must be presented and discussed in class.</p>																																

	<p>The student will only be approved by frequency if he / she complies with the proposed evaluation elements.</p> <p>3 - Examination assesement</p> <p>All students who do not pass the frequency assessment may be assessed.</p>
<p align="center">Bibliography</p>	<p>1 - Main Bibliography</p> <p>Antunes, J. (1999) História da publicidade- alguns conceitos. In Publicitor. Brochand et all.Lisboa: Publicações Dom Quixote.</p> <p>Batista, C. (2012) Política nos jornais portugueses. Do século XIX ao Marcelismo. Lisboa: Escritório Editora.</p> <p>Baptista, C. & Sousa, J. P. (Orgs.). (2020): Para uma história do jornalismo em Portugal. Lisboa: Livros ICNOVA</p> <p>Briggs, A. e Burke, P. (2010) Social History of the Media. From Gutenberg to the Internet, Cambridge: Polity Press.</p> <p>Cabrera, A. (org), (2011) Jornais, Jornalistas e jornalismo século XIX-XX. Lisboa: Livros Horizonte.</p> <p>Cádima, F. (2003), História e Crítica da Comunicação, Lisboa: Edições Século XXI.</p> <p>Casttels, Manuel (2007) A Era da Informação: Economia, Sociedade e Cultura, vol. I, Lisboa: Fundação Calouste Gulbenkian.</p> <p>Figueira, J. (2012) A imprensa portuguesa (1974-2010).Coimbra: Angelus Novus Editora</p> <p>Guimarães, A. M. (2017) "Notas sobre a constituição, afirmação e singularidades da imprensa alentejana no século XIX". In Aprender, nº37. Portalegre: IPP, pp. 2034. http://aprender.esep.pt/index.php/aprender/article/view/27</p> <p>Melo, José Marques et all. (2008) Jornalismo, História, Teoria e metodologia. Porto: Universidade Fernando Pessoa, 2008.</p> <p>Sousa, Jorge Pedro (2018): Notícias em Portugal: Estudos sobre a Imprensa Informativa (Séculos XVI-XX). Lisboa: ICNOVA Instituto de Comunicação da Nova.</p> <p>Tengarrinha, J. (2008) História da Imprensa Periódica Portuguesa, Coimbra, Minerva Editora.</p> <p>Tengarrinha, J. (2013) Nova História da Imprensa Portuguesa das origens a 1865. Lisboa: Círculo de Leitores.</p> <p>Wu, T. (2012) Impérios da Comunicação. Do Telefone à Internet, da AT&T ao Google. Rio de Janeiro: Zahar</p> <p>2 - Complementary Bibliography</p> <p>Costa, F. ; Valente. L. (2015) O Independente. A máquina de triturar políticos. Lisboa: Matéria-Prima Edições.</p> <p>Godinho, J. (2009) As origens da reportagem impressa. Lisboa: Livros Horizonte, 2009.</p> <p>Guimarães, A.M. (2015) Fialho de Almeida, panfletário e crítico do jornalismo em Portugal In Portugal no tempo de Fialho de Almeida (1857-1911). Volume I. Lisboa: Clepul, pp 319-330.</p> <p>Guimarães, A. M. (2017) "O final do século XIX e as revistas culturais portuguesas e brasileiras." In Comunicação e transformações sociais. Volume 4. Coimbra: Sopcom. ISBN 978-989-99840-2-8 Disponível em: http://www.bocc.ubi.pt/pag/sopcom/4-ix-congresso.pdf</p> <p>Guimarães, A.M. & Fernandes, N. (2012) O jornalismo em evolução In Comunicações no III Seminário de I&DT. Portalegre: C3i, IPP, Portalegre. Homepage:http://issuu.com/c3ipp/docs/comunicacoes_iii_seminario_idt_vol1</p> <p>Gomes, P.M. (2014). Os saneamentos no Diário de Notícias. Verão quente de 1975. Lisboa: Aletheia Editores.</p> <p>Rosa, G.P (2015). Parem as máquinas! Glórias, peripécias e embustes do jornalismo português. Lisboa: Parsifal.</p>
<p align="center">Special Situations <small>[Students with special status]</small></p>	<p>1 - Period assesment - Students with special status</p> <p>It is intended to avoid addressing concepts in an abstract way; on the contrary, it is important to construct and develop methodological strategies that lead students to discover that through the media they can carry out a work of discovering history. All the methodology to be applied, is designed according to the main objectives of the Course, especially in the analysis of the nineteenth-century newspapers and in the viewing of old television programs.</p>

Curricular Unit Form

(Document waiting approval
from Course Commission)

2 - Examination assesement - Students with special status
