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**TEACHING JOURNALISM THEORIES IN BRAZIL: AN ANALYSIS
OF UNDERGRADUATE DISCIPLINE PROGRAM**

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OF UNDERGRADUATE DISCIPLINE PROGRAMS

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Journalism at the State University of Ponta Grossa
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To my mother Vera,
With love.

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To my parents and brother, who encouraged me in difficult times and understood my absence while I was dedicated to carrying out this work.

To my friends, who have always been by my side, for their unconditional friendship and support demonstrated throughout the period in which I dedicated myself to this work.

To Professor Guilherme Carvalho, for being my advisor and performing such a role with dedication and friendship.

To the teachers, for the corrections and teachings that allowed me to present a better performance in my professional training process throughout the course.

“And by the natural law of encounters, I give
and receive a little.”

New Bahianos

ABSTRACT

The present research proposes as a central question to analyze which knowledge and contents have been mobilized in the Theories of Journalism disciplines of 25 institutions in the national territory, through an analysis of the documental nature of the menus, bibliographies and curricular matrices of these disciplines. In this sense, it is interesting to know better the offer of the curricular units that deal with Theories of Journalism, in order to understand if the discipline reflects what journalism theory is and if it is adequate to what the bibliography proposes. For this, resort to Content Analysis on the selected documents. As a result, it could be seen that there are tendencies to defend specific studies on Journalism through the offer of Theories of Journalism disciplines in undergraduate courses, and not just present them together with theoretical studies of Communication, despite the burden timetable not very representative of the disciplines. The menus are presented in a generic way, but point to a predominance of studies on Agenda-Setting and Newsmaking Theories, while the bibliographies correspond to what is appropriate in the menus, but are marked by the absence of original works.

Keywords: Journalism; Theories of Journalism Teaching of Journalism; Field; Discipline.

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LIST OF ACRONYMS

ABEJ - Brazilian Association of Journalism Education ABI Brazilian Press Association
CIESPAL - Higher Education Studies in Journalism for Latin America FBNCTSB - Boas Novas College
Fenaj- National Federation of Journalists
FIFE Integrated Colleges of Fernandópolis
FNPJ National Forum of Journalism Teachers
FURB Regional University of Blumenau
IAMCR International Association for Media and Communication Research ICA International Communication Association
IES Higher Education Institutions Intercom Brazilian Society of Interdisciplinary Studies in Communication
LDB Guidelines and Bases of National Education
MEC Ministry of Education
PPC Course Pedagogical Project
SBPJor Brazilian Society of Journalism Researchers
TCC Course Conclusion Work
UEPG State University of Ponta Grossa
UESB State University of Southwest Bahia
UFC Federal University of Ceará
UFJF Federal University of Juiz de Fora
UFMA Federal University of Maranhão
UFMA Federal University of Maranhão
UFMS Federal University of Mato Grosso do Sul
UFMT Federal University of Mato Grosso
UFPB Federal University Paraíba
UFPI Federal University of Piauí
UFRB Federal University of Recôncavo da Bahia
UFRGS Federal University of Rio Grande do Sul
UFRJ Federal University of Rio de Janeiro
UFRN Federal University of Rio Grande do Norte
UFRR Federal University of Roraima
UFS Federal University of Sergipe
UFSC Federal University of Santa Catarina
UFV Federal University of Viçosa

UnB University of Brasília
UNEB University of the State of Bahia
UNESCO United Nations
UNIBRA Brazilian University Center
UNIFAP Federal University of Amapá
UNIFESSPA Federal University of South and Southeast Pará
UNINOVE Nove de Julho University Univale Vale do Rio Doce University USP
University of São Paulo

1. INTRODUCTION

Just over 70 years ago, Journalism was institutionalized in the university field Brazilian with the creation of the first higher education course in 1947, at Cásper Líbero College¹, in São Paulo. The recognition of Journalism as a higher education course in educational institutions Brazilians is considered a late achievement compared to the process of creating first higher education courses in Journalism in Europe and the United States, in the 19th century (Melo, 2009).

It is important to note that theory was not always a subject in Journalism courses in Brazil. As well as the late start of these courses compared to countries like the United States Joined and France, the structuring and development of teaching on journalism theories took a long time to establish itself in Brazil. This process began in the early 2000s. According to Pontes (2015), the origin of the incorporation of the discipline has a strong relationship with specific regions of the country, such as the state of Santa Catarina, through initiatives of the Federal University of Santa Catarina, and by undergraduate and graduate professors from universities such as UFRGS, PUC-RS and Unisinos (Pontes, 2015).

Historically as an “accidental discipline,” which emerged more than 10 years after the institutionalization of the first Journalism course in the country, without a didactic-pedagogical and references for its consolidation (Pontes, 2015, p.246), in addition to the lack of specific bibliography for structuring the discipline Journalism Theories, which is characterized with

¹ Some authors point to an attempt to create “the country’s first journalism course, an experience that was frustrated by the closure of the University of the Federal District (UDF) due to the repressive actions of the Estado Novo”, led by Anísio Teixeira in 1935 (MELO, 2009, p. 8). During its founding process, the University already faced strong opposition from city council members of the capital, then Rio de Janeiro, and later from the Ministry of Education itself (DIAS, 2018). The attempt did not succeed and was deactivated in 1939.

foreign literature (PONTES, 2015).

To complete the scenario of complexities, there is a lack of academic works that focus on the teaching of Journalism Theory in Brazil. A quick search in national scientific databases makes even more evident the scarcity of works with this scope. Although in recent years there has been an intense process of institutionalization of journalism research in the country, with the creation of SBPJor, the adoption of specific research lines and groups in graduate programs in Social Communication and Journalism, and the establishment of specific research forums for discussion, Brazilian works specialized in Journalism Theories are still rare.

In this context, the research being developed proposes as its central question to analyze how Journalism Theories are included in the country's Bachelor's Degree programs in Journalism. In this sense, it is of interest to better understand the offering of content that addresses Journalism Theories, in order to reflect on whether the discipline reflects what Journalism Theory is and whether it aligns with what is understood as theory. This approach will allow us to perceive which type of Journalism emerges from a more academic framework considered "officially" foundational for institutions.

The hypothesis raised is that there is still much influence from Communication Theory in the discipline, prioritizing many authors and discussions pertinent to this field of knowledge. Another hypothesis is that the discipline of Journalism Theory is underrepresented in the programs, that is, it accounts for little in relation to the total course hours.

The objective is, through the available pedagogical projects (PPC), with their respective syllabi and bibliographies of the Journalism Theories courses and curricular matrices, to identify elements that can answer the research question. Elements such as the mapping of the main authors adopted by the institutions, the course syllabi, and when and for how long the discipline

appears in the programs' curricula. Other more specific objectives that assist us are: (a) to address the establishment of the Journalism Theory discipline in Brazil and (b) to highlight the process of journalism's academic institutionalization.

To achieve these objectives and answer our research question, we will conduct a methodological path based on Content Analysis of the selected empirical object. The syllabi, bibliographies of the Journalism Theory discipline, and curricular matrices of a sample of 25 undergraduate Journalism programs in Brazil will be examined in order to understand how institutions construct and plan the discipline and whether it reflects what Journalism Theory is, based on the content available in these institutional documents which, although not representing the entire scope of teaching or academia, contain texts full of officiality and represent a reference that cannot be ignored, surpassing local and regional specificities.

The choice of the Journalism Theories discipline as a parameter is justified because it concerns theoretical training, with a focus on the basic and complementary bibliographies, since "they refer to the programmatic content of the discipline taught by the professor in the classroom, while the complementary ones serve as additional material to complement the approach to the topic" (Machado; Blattmann, 2011, p. 17).

Considering that curricular matrices, syllabi, and bibliographies of disciplines are planning tools, they can often diverge from classroom realities. However, these documents serve as indicators of teaching strategies, educational practices, and formative policies. Therefore, even if there is a gap between what is foreseen in these documents and what happens in daily academic practice, the curricular matrices of the programs and the teaching plans of the Journalism Theory and related courses will serve as data sources that allow for a better understanding of the topic.

Indicators such as the presence or absence of the Journalism Theory discipline in the curricular matrix, the total course workload and the corresponding workload for the Journalism Theory discipline, the composition of the basic and complementary bibliographies, and the course syllabus may provide evidence of how theory is presented in the programs.

The organization of the response to the research problem is presented in five chapters. With the aim of providing a historical overview of the emergence of Journalism education in Brazil, the first chapter, entitled *The History of Journalism Education in Brazil*, will briefly discuss its institutionalization through bibliographic research, based on Pierre Bourdieu's concept of field (1997, 2005, 2013) and Kant's concept of "conflict of the faculties" (2008).

In order to present historical and institutional aspects surrounding the object of study, the second chapter provides contextualization on the institutionalization of the Journalism Theories discipline in Brazil. Next, the third chapter will address the conceptualization of the components of the Pedagogical Course Project after the Federal Constitution of 1988, intensified and determined by Article 12, item I of the Law of Guidelines and Bases of National Education (LDB), published in 1996².

The fourth chapter corresponds to the methodological path adopted for the construction of the empirical object: the selection of the research corpus, the mapping of the curricular matrices of Journalism programs, and the syllabi of the Journalism Theory disciplines.

1. HISTORICAL OVERVIEW OF THE IMPLEMENTATION OF EDUCATION JOURNALISM IN BRAZIL

Throughout history, journalism education has taken place mainly in newspaper and magazine newsrooms, radio stations, and through interaction among journalists. As Gabriel

² Available at: https://www.planalto.gov.br/ccivil_03/leis/19394.htm Accessed on: JAN 23 2023

García Márquez defined in his speech “*Journalism: The Best Job in the World*”, “the craft was learned in the newsroom, in the printing workshops, in the café across the street, during the Friday night sprees [...] One motto said it all: journalism is learned by doing” (Garcia Marquez, 2011, p. 88/90). However, starting in the 20th century, this way of teaching gradually gained space in the academic field, where the academic field of Journalism was structured (Friguetto, 2016).

Based on this, in subchapter 1.1 we begin the discussion on Pierre Bourdieu’s theory of social fields (1997, 2005, 2013), highlighting the main properties of these structures and the particularities of the academic field and the field of Journalism. Next, in subchapter 1.2, we describe the trajectory of Journalism education in Brazil within the academic field.

2.1 FIELD, ACADEMIC FIELD, FIELD OF JOURNALISM

Field is a “theoretical instrument” (Bourdieu, 2005, p. 30) that can be used to analyze social and cultural phenomena. From this perspective, society can be seen as divided into partially autonomous fields, such as the political, economic, scientific, or academic fields. There is a certain correlation among these invisible structures, and the struggle within and between them is over the conservation or transformation of these spaces.

The notion of the field of journalism will be approached in this research based on Pierre Bourdieu’s (1997, p. 57) understanding of the social field:

A field is a structured social space, a field of forces (there are dominants and dominated, there are constant, permanent relations of inequality exercised within this space), which is also a field of struggles to transform or preserve this field of forces. Each one, within this universe, engages in competition with others, using the (relative) power they possess, which defines their position in the field and, consequently, their strategies (Bourdieu,

1997).

The concept of field was introduced by Bourdieu in the second half of the 1960s. However, it was in the article *Une interprétation de la sociologie religieuse de Max Weber*, published in the scientific journal *Archives Européennes de Sociologie* in 1971, that he presented the foundations that would later support his thesis (Dos Santos de Carvalho, 2017).

It is divided into partially autonomous fields, such as the political, economic, scientific, or academic fields. There is a certain correlation among these invisible structures, with an ongoing struggle for the conservation or transformation of these spaces.

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A field is a structured social space, a field of forces (there are dominants and dominated, there are constant, permanent relations of inequality that operate within this space) which is also a field of struggles to transform or preserve this field of forces. Each one, within this universe, engages in competition with others using the (relative) power they hold, which defines their position in the field and, consequently, their strategies (Bourdieu, 1997).

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From this, it is necessary to consider the properties of the journalistic field as a microcosm with its own laws, which exerts both attraction and repulsion in relation to other fields. "To say that it is autonomous, that it has its own law, means to say that what happens

within it cannot be directly understood from external factors” (Bourdieu, 1997, p. 55).

The sociologist discusses the ambiguous autonomy and the dual dependence of the journalistic field in relation to the economic and political fields and highlights the “incessantly expanding” influence of journalism—continuously subjected to the pressure of commercial logic—on ordinary citizens, on journalists themselves, and also on other social fields (Silva, 2009).

For Bourdieu (1997, p. 65–66), one of the main characteristics of the journalistic field, which explains its importance, is that it “holds a real monopoly over the instruments of large-scale production and dissemination of information.” With these instruments, agents gain access to citizens and other cultural producers—such as scientists, artists, and writers—thus reaching the so-called “public sphere” or the “field of large-scale production.” Against this monopoly, the sociologist points out, individuals, members of associations, or any group that seeks to broadly disseminate information collide (Bourdieu, 1997).

In his analyses of the journalistic field, Bourdieu (2005) sees the field as increasingly heteronomous, that is, influenced by external forces—mainly economic ones—especially due to the power that television acquired within this microcosm. This heteronomy, then, is imposed on other fields:

I therefore think that today all fields of cultural production are subject to the structural limitations of the journalistic field, and not to those of this or that journalist, this or that station director, who are themselves overcome by the forces of the field. And these limitations exert systematic effects that are quite similar across all fields. The journalistic field acts, as a field, upon other fields. In other words, a field that is itself increasingly dominated by commercial logic imposes more and more of its limitations on other

universes (Bourdieu, 2005, p. 81 – our translation).

Silva (2009) also points to the distinction between the notions of the scientific field and the academic field:

There is much to be done to respond to the emptiness of the Theory of Journalism, its conceptual precariousness and theoretical fragility, the difficulty of dealing with an extremely intimate relationship between journalistic practice and common sense – even before thinking about the “second epistemological rupture” that Boaventura S. Santos talks about for a post-modern science – one that conceives the reunion of science with common sense, within a new “cognitive configuration”, in which both overcome themselves to give way to another form of knowledge (B. S. Santos, 1989: 34-45), (Silva, 2009, p. 208)

2.2 HISTORICAL CONTEXT OF JOURNALISM EDUCATION IN BRAZIL

The trajectory of Journalism within the academic field began as a subject of study in another discipline. In 1690, at the University of Leipzig in Germany, Tobias Peucer defended the thesis *De Relationibus Novellis* (Journalistic Reports), in which, across 29 paragraphs, he pointed out similarities and differences between Journalism and History (Peucer, 2004).

As a formal area of teaching, Journalism’s entry into the academic field is much more recent. Throughout the 19th century, there were experiences in several countries, such as Germany, France, and the United States—countries that had already reached a certain level of professionalization of the press. Later, in Brazil, this process led to the need to create higher education courses to train press professionals.

In Brazil, the profession was formally established in the 20th century. Fernanda Lima Lopes (2012) notes that throughout the history of Journalism courses in the country, the most prominent advocacy for quality training originated from the academic and union spheres. These agents of the journalistic field (researchers, professors, and professional journalists) were responsible for different stages of the educational issue: initial efforts to create the first courses, curricular discussions, the requirement of a diploma for professional practice, and, more recently, concerns regarding the expansion of higher education and the increase in the number of active courses.

Initially, news organizations sought intellectuals from Law faculties to act as “communicators.” According to Melo (2004), there were so many professionals from this field in the course that “a kind of caste emerged within the nascent news organizations. A latent divergence arose between editors and reporters, the latter being a subordinate segment, recruited from the middle strata of society but lacking higher education” (Melo, 2004, p. 79).

The then-founder of the Brazilian Press Association (ABI) in 1908, Gustavo Lacerda, noticing these disputes within news organizations, sought through the entity to consider the interests of press professionals, paying special attention to the reporters’ segment, to which he belonged. Although not well received by many colleagues, Lacerda was an idealist who sought to advance the profession. He believed that once ABI was organized, it would be possible to establish a professional school, which indeed came to happen (Melo, 2004).

In the same year, the first proposal to implement a Journalism course in Brazil emerged. At ABI’s foundation, a founding minutes document outlined six objectives for the institution, including the initiative to create a Journalism course or Journalism School. However, there are no existing records of this document or initiative (Melo, 2004).

According to Oliveira (2011), the movement advocating professional training lost momentum with Lacerda's premature death in 1909. At that time, Journalism schools were identified with the newsrooms themselves, which were expected to teach the profession in day-to-day practice, revealing a duality marking the dispute between market and education. Only in 1917 was the proposal resumed by Raul Pederneiras, part of ABI's new management, presenting a document proposing a Journalism School to provide vocational training for newcomers to the newsrooms.

In September 1918, the project for the Journalism School was finally consolidated, establishing a five-year duration for journalist training, with two years of preparatory course and three years of general course, according to Dias (2018). Additionally, the course included a school newspaper to allow students to practice the profession.

The preparatory course served as a basic cycle, leveling deficiencies of secondary education at the time. The general course developed other topics within the broader knowledge framework, but with depth suitable for higher education. The school newspaper applied this knowledge and techniques in journalistic practice (Dias, 2018, p. 43).

According to Meditsch (1992), the first proposal for creating a course, developed at the 1918 Brazilian Journalists' Congress, described a predominantly practical program based on a newspaper-laboratory model, similar to what was emerging at the same time in the United States. However, even with the project defined, it took several more years for the proposal to be consolidated.

Communication courses, demanded since the beginning of the century, were postponed until the urban-industrial boom of the 1920s–30s, which reformed news organizations, forcing them to adapt to modern industrial capitalism standards (Melo, 1979, p. 32).

Fonseca (2008) points out that the 1930s greatly contributed to this advancement of journalism. From this decade onward, the country entered a period of economic growth and rising population income. “The consequence was the expansion of commercial activities, the domestic market, and the number of readers” (Fonseca, 2008, p. 149), which made the audience more demanding and the companies more competitive, creating a favorable environment for professional journalist development.

Some authors note an attempt to create “the first journalism course in the country, an experience frustrated by the closure of the University of the Federal District (UDF) due to the repressive actions of the Estado Novo,” led by Anísio Teixeira in 1935 (Melo, 2009, p. 8). During its founding process, the University already faced strong opposition from city councilors of the capital, then Rio de Janeiro, and later from the Ministry of Education itself (Dias, 2018). The attempt did not succeed and was deactivated in 1939. Melo (1979) suggests that one reason for its failure was that the UDF courses focused more on reflective and philosophical teaching, with less emphasis on technical skills, as would later be proposed by entrepreneur Cásper Líbero (Melo, 1979).

Finally, the first higher education journalism course was established at the *Escola de Jornalismo Cásper Líbero* in São Paulo in 1947³, through an agreement between the Cásper Líbero Foundation and the Pontifical Catholic University of São Paulo.

Communication schools emerged in Brazil in the 1960s. The first institutions of this kind, created as autonomous units within a university structure, appeared in Brasília and São Paulo. In 1963, the University of Brasília created its Faculty of Mass Communication. In 1966, the University of São Paulo established its School of Cultural Communications. However,

³ According to Decree No. 22,245 of 1946, which established the curriculum.

communication education had already been present in universities since the late 1940s, when the Journalism course idealized by Cásper Líbero began in São Paulo, later formalized through an agreement between the Cásper Líbero Foundation and the Pontifical Catholic University of São Paulo (Melo, 1991, p. 12).

A few years later, in 1951, the first Journalism⁴ school in southern Brazil was created and began operating the following year. The course became the foundation of the Faculty of Social Communication (*Famecos*) at the Pontifical Catholic University of Rio Grande do Sul (PUC-RS). In 1961, with contributions from Luiz Beltrão⁵, the Catholic University of Pernambuco created the first Journalism course in Brazil's North and Northeast regions (Gadini, 2016).

A survey by Danton Jobim (1992)⁶ showed that in 1957 there were nine journalism courses: two in Rio de Janeiro and the others distributed across states—two in São Paulo, two in Rio Grande do Sul, one in Bahia, one in Minas Gerais, and one in Paraná. The course syllabi included subjects on newspaper techniques and disciplines associated with other fields, such as economics, psychology, and history (Jobim, 1992).

The creation of journalism courses occurred through a pressure movement promoted by public service editors, whose primary goal was, above all, salary increases. According to Meditsch (1992, p. 59), the courses were initially created to “serve as stepping stones for the advancement of these professionals, at a time when news organizations valued their political achievements more than their economic ones,” with an emphasis on humanistic education, to the detriment of “technical improvement of the profession. This trend would dominate journalism

⁴ Created by Decree-Law 29,831 of 1951, of the Federal Government.

⁵ Luiz Beltrão de Almeida Lima (1918-1986) was a journalist and communications professor who formulated his own pedagogy focused on teaching journalism (Gurgel, 2012).

⁶ There were 426 students enrolled in these programs, of which more than a third, or 159, were women. Three of these programs were funded by the state and six by private institutions. In 1956, there were 187 students enrolled in public institutions and 239 in private institutions (JOBIM, 1992).

education in Brazil until the 1960s.”

During this period, between the 1940s and 1960s, journalism courses were subordinate to faculties in other areas, mainly Philosophy, as legally required. This model combined professional training (with “specific” subjects in journalism, focusing on practical and ethical instruction) and extra-professional training (humanistic, linked to various other areas). In the Brazilian case, according to Melo (1979):

The absence of a university structure [...] reduced the options for extra-professional training, limiting them to the pseudo-scholarly disciplines of philosophy faculties; on the other hand, the contraction of the business sector, rejecting new journalists, either due to social prejudice or technical-cultural inadequacy, conditioned the pedagogical orientation, which favored operational theoretical knowledge of the profession (Melo, 1979, p.).

Education guided by this standard developed in journalism and later communication faculties a training disconnected from the national reality, with imported content that did not correspond to Brazilian experiences (Melo, 1979).

Celso Cunha, patron of the first graduating class at the Escola do Rio, commented on the situation of journalism faculties being linked to Philosophy:

The Journalism Course has been operating at the University of Brazil for three years, but it is not yet a course of the University; it has existed for three years as part of the National Faculty of Philosophy, without departmental autonomy and in humiliating and harmful subordination to bodies with which it has, at most, remote relations. (Cunha, apud Meditch, 2012, p. 136)

The struggle against subordination to Philosophy and for professional identity was,

therefore, one of the first battles for the autonomy of Journalism pedagogy in the Brazilian academic field. However, in 1958, through decree-law 43.839, journalism courses achieved didactic autonomy from that faculty.

A milestone in the history of journalism education in Brazil was the influence of the *Centro Internacional de Estudios Superiores de Periodismo para América Latina* (CIESPAL), based at the Central University of Quito, Ecuador. The Center, created as part of the UNESCO initiative to establish Journalism Teacher Training Centers in the Third World, aimed to guide journalist training.

CIESPAL's influence became especially pronounced from 1969. With the minimum curriculum developed again by Celso Kelly, Journalism became a specialization within the Social Communication course.

Journalism lost its monopoly as a field of training to become part of communication schools, which began to include new specializations: public relations, editorial work, advertising, and the “multiskilled” formation. The scope of communication expanded, and the field ceased to be strictly linked to journalist training. This change repositioned journalism as a subfield of communication and established a form of standardization of occupational identities, now classified under “social communicator”—a process of redefining boundaries expressed particularly in the controversial figure of the “multiskilled specialization” (Oliveira, 2011, p. 61).

Social Communication curricula began to be divided into a basic cycle (*Tronco Comum*), taught to all specializations during the first two years, and a specific cycle (*Tronco Específico* or *Parte Específica*), with subjects related to each professional activity, taught in the last two years (Oliveira, 2011).

It can be said, without doubt, that the training of faculty members who sought

bibliographical references, or even courses in Latin American countries, was influenced by CIESPAL, which quickly became a reference point for emerging journalism courses (De Melo, 2006). According to Marques de Melo (2006), over this period of more than two decades, there was a kind of conceptual ‘crisis’ in the professional and academic training field in journalism.

The journalism field faced multiple turbulences at this turn of the century. Technological, labor, and geopolitical changes disrupted news production processes, requiring adjustments to new times. Professionals, business owners, and educators sought consensual solutions to meet new market and societal demands (De Melo, 2006, p. 9).

In journalism education, this modernization resulted in a rupture of the courses’ theoretical orientation, which until then had focused on classical humanistic training, emphasizing ethical, legal, philosophical, and literary studies. According to Daros (2005), CIESPAL’s new orientation replaced disciplines valued by the American functionalist model.

The theory studied and developed in schools, far from meeting the training needs of professionals in various specializations, remained oriented toward the supposed needs of an alternative communicator living on the media’s margins. This growing autonomy of theoretical production relative to the social practices that gave rise to the academic field was also encouraged by CIESPAL (Daros, 2005).

Since its goal was not to understand or improve these existing practices but to replace them with another, more politically productive form of practice, the Center convinced schools that its theory should guide practice, and the reverse should never occur (Daros, 2005, p. 17).

According to Frighetto (2016), who also compares the “conflict of faculties,” the influence of the power field strengthened the academic field of Communication in Brazil, with Journalism becoming a subfield of this microcosm (Frighetto, 2016). It is important to note that

in the same year, while the boundaries of the academic field were expanding, with various professional practices within Communication—beyond the figure of the “social communicator” or “multiskilled”—there was a movement to close professional boundaries through the requirement of higher education to practice Journalism (Oliveira, 2011, p. 62).

By the late 1980s, journalism courses had increased nationwide. However, according to Gadini (2016, p. 150), urbanization, economic crisis, and efforts to overcome the dictatorial period did not solve some journalism dilemmas:

The country reached the late 1980s with 100 undergraduate courses in Social Communication, across various professional specializations, with Journalism being the most sought after. Except for São Paulo and Rio de Janeiro, which had about 20 and 15 institutions with courses in the area, Minas Gerais, Rio Grande do Sul, Bahia, and Paraná had about five courses per state. The remaining states had one, two, or at most three Social Communication courses. Thus, with few exceptions, until the turn of the 1980s/90s, the number of journalism faculties in Brazil seemed linked to the country’s urban population growth during the same period.

At the time, public universities did not offer enough spots, so private education expanded quickly, opening new courses in the field. “It was the 1990s that recorded the greatest growth in university journalism courses, with more than 250 courses in about 10 years” (Gadini, 2016, p. 151).

The expansion of available spots also relates to the emergence of new postgraduate programs in Social Communication in Brazil, as noted by José Marques de Melo. He observes that until the early 2000s, few schools offered courses in conceptual foundations, consequently inhibiting or discouraging reflection on journalistic phenomena. With the creation of

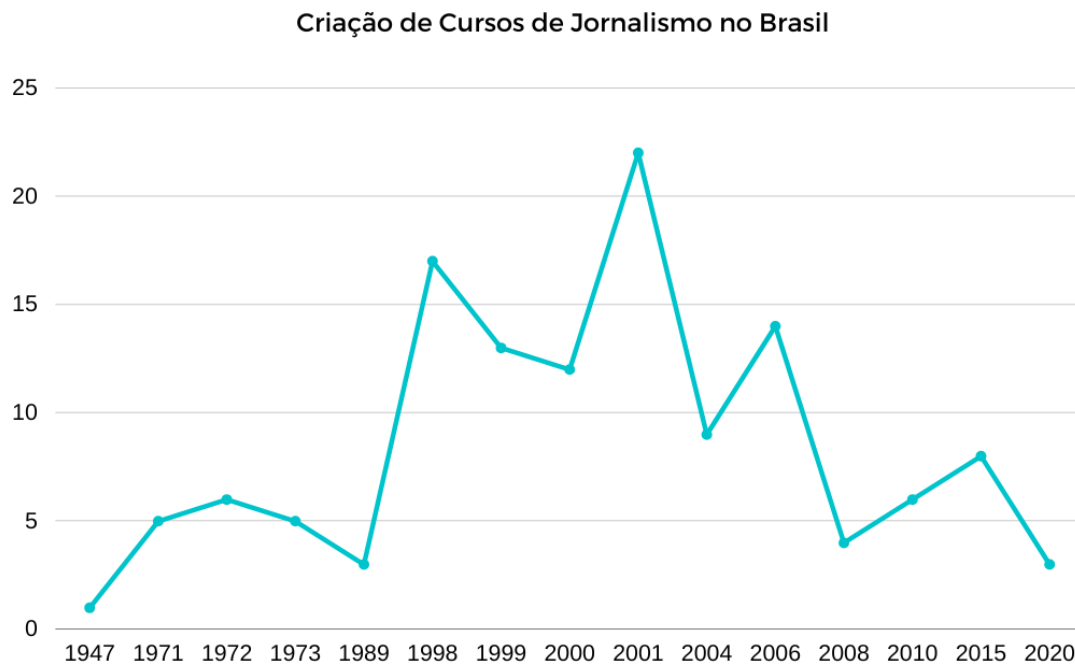
postgraduate programs from the early 1990s onward, attention to the need for courses and activities around journalism theories increased (Melo, 2006).

According to the survey conducted in this research based on data available on the e-MEC⁷ website, new Social Communication/Journalism courses began to emerge from the 2000s, particularly from 2021 onward⁸.

⁷ Available at: <https://emec.mec.gov.br/> Accessed on August 10, 2021

⁸ The survey considered data from the e-MEC platform and the start dates of the courses, not their founding dates.

GRAPH 1 - Creation of Journalism Courses in Brazil



Source: The author (2023).

Even with university courses created in 1947 and 1948, as mentioned earlier, Brazil only began to register public recognition (through editorial productions and research) and the acknowledgment of postgraduate programs in the area, and consequently a concrete interest in journalism theories, from the beginning of the 21st century (Traquina, 2004).

It was only at the turn of the 20th/21st century that Journalism Theory began to be recognized and adopted by a significant portion of journalism courses in Brazil. This occurred even though the ‘explosion’ of university courses was recorded from the early 1990s, when the country went from just over 100 to around 300 courses in only one decade (Traquina, 2004, p. 12).

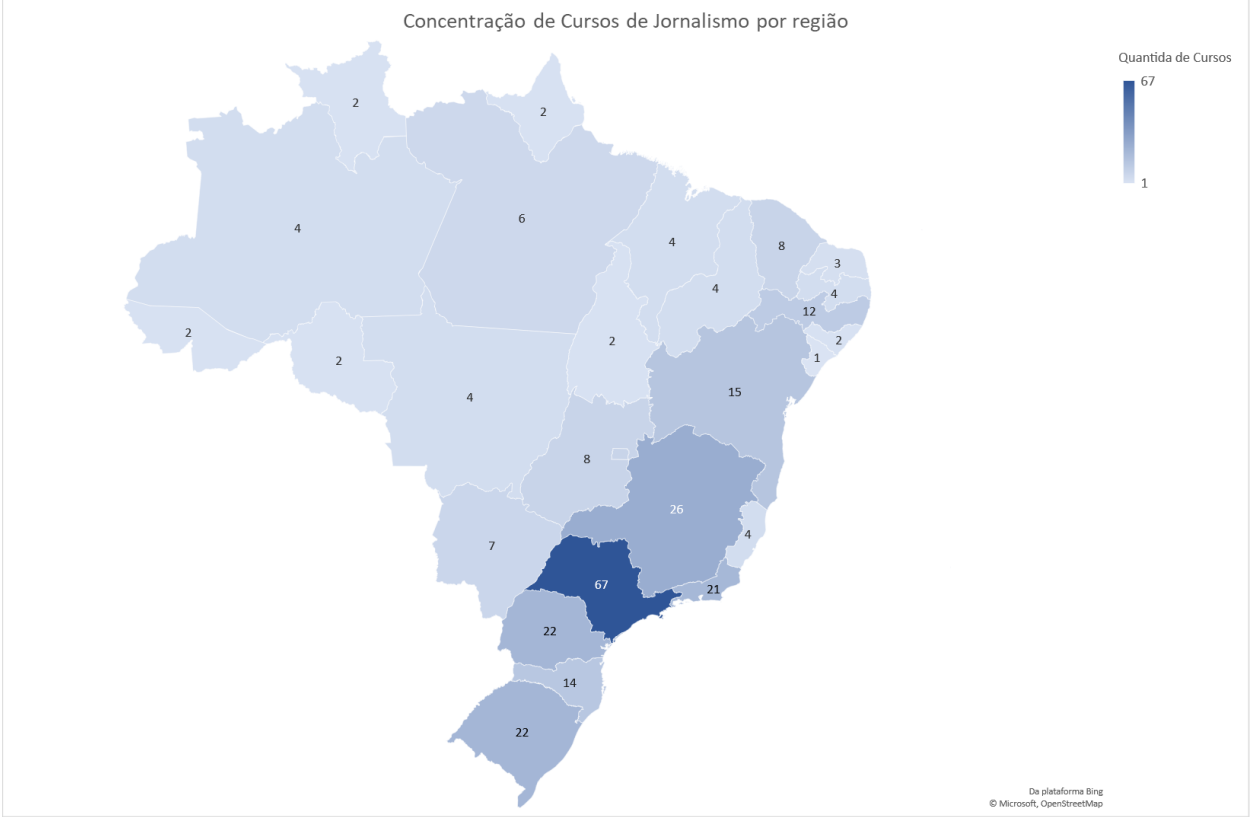
However, postgraduate education in communication began developing in the 1970s, with the creation of the first programs such as that at the University of São Paulo (USP) (Lopes; Romancini, 2018). There are exceptions, such as the doctoral program in journalism at the Federal University of Santa Catarina (UFSC), not to mention institutions with research lines in journalism (Moreira; Lago, 2017). Besides UFSC, there are currently two other universities offering a master's in journalism: the State University of Ponta Grossa (UEPG) and the Federal University of Paraíba (UFPB), the latter with a professional course.

According to Gonçalves (2020), since 2020, most journalism courses in the country confer a Bachelor of Journalism degree rather than a Bachelor of Social Communication with a specialization in Journalism, as had been the case since 1969 (Gonçalves, 2020). This change reflects a 2013 resolution by the Higher Education Chamber and the National Education Council of the Ministry of Education—the National Curriculum Guidelines for undergraduate Journalism programs—and prescribes a training that provides clarity on the specific social function, as well as the unique and differentiated professional identity of journalists within the broader field of social communication (BRAZIL, 2013).

Today, the country has 178 undergraduate journalism courses⁹ (Graph 2), as shown in the survey conducted in this study. According to Graph 3, 78% of the courses are Bachelor of Journalism programs, while 22% are Social Communication programs with a specialization in Journalism.

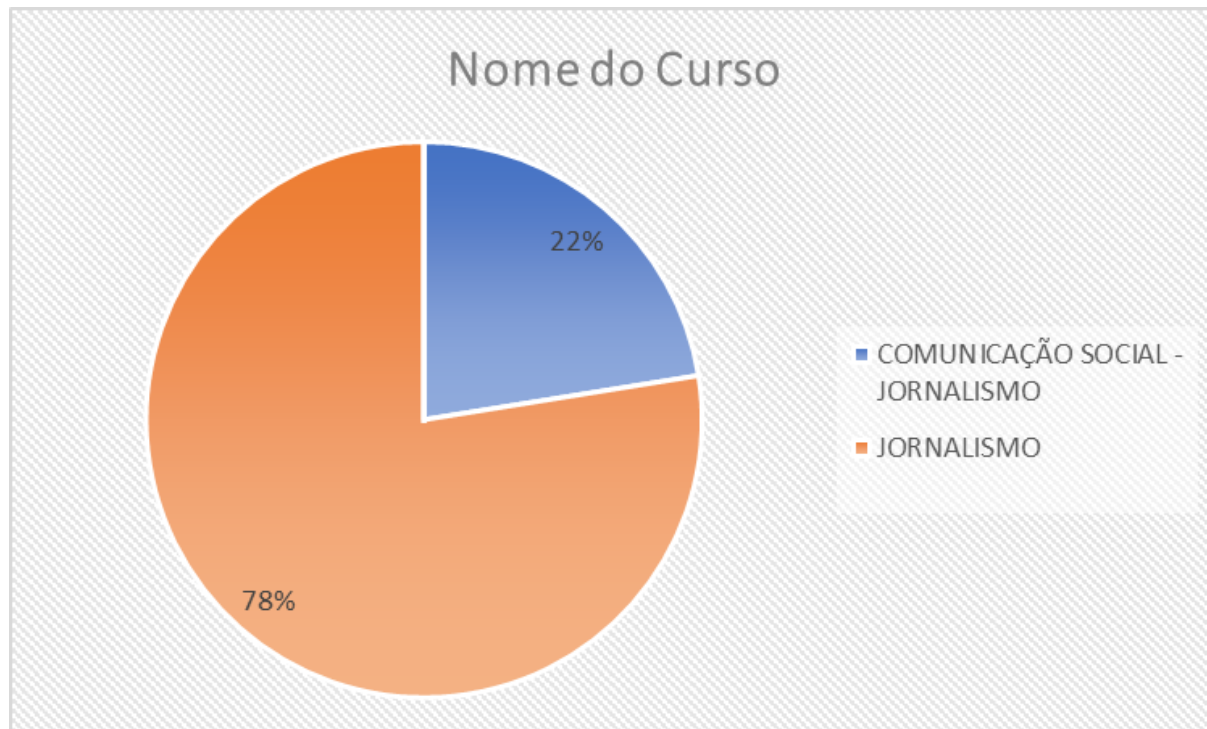
⁹ The data was taken from the e-MEC database. Today, according to the platform, there are 384 active courses, but many of these courses are repeated and are in Social Communication in other qualifications.

CHART 2 - Concentration of Journalism Courses by Region



Source: The author (2023).

GRAPH 3- Course Nomenclature



Source: The author (2023).

When evaluating the discussions within the Brazilian academic community regarding the training of future journalists in the context of the establishment of the first specific curriculum guidelines for journalism courses in the country, Lopes (2014) emphasizes that the most recent issue has been the recognition of journalism as a specific field of knowledge—a construction that is also political and not merely epistemological, since there are individuals or groups who present antagonisms, competitions, and conflicts due to the implementation of guidelines for higher education institutions (Lopes, 2014).

3. THE INSERTION OF JOURNALISM THEORY AS A DISCIPLINE IN BRAZIL

The expansion of journalism theories in Brazil, according to Pontes (2015), began in the 1990s and continued into the 2000s. The researcher further notes that the origin of the discipline's inclusion in academic curricula, its refinement, and the expansion of its bibliographic references

were strongly linked to specific regions of the country, such as Santa Catarina (UFSC) and Rio Grande do Sul (UFRGS, PUC-RS, and Unisinos).

Interestingly, the creation of the discipline in the 1980s, particularly at UFRGS and UFSC, was grounded in communication theories, which had already been integrated into the curricula of communication courses for some years. There are records of initiatives in 1983 by Professor Rosa Nívea Pedroso, of the Communication/Journalism course at UFRGS, who established the mandatory discipline *Journalism Theory*, previously absent from the curriculum. Pedroso had recently defended her master's dissertation in Communication at UFRJ, under the guidance of Muniz Sodré, titled *The Production of the Information Discourse in Sensationalist Journalism*.

The discipline at UFRGS was created by the Undergraduate Committee of the Social Communication Course during a curriculum revision in 1983. At the same time, courses in *Theory of Public Relations* and *Theory of Advertising* were also established. As noted by Pedroso, these disciplines were introduced to bring a theoretical component to the Communication curriculum and were mandatory across the three courses (Pedroso apud Pontes, 2015, p. 246).

Pontes (2015) emphasizes that the incorporation of Journalism Theory at UFRGS occurred without a well-structured didactic-pedagogical framework or sufficient bibliographical references. According to Pedroso, foreign literature was initially necessary to structure the discipline, citing authors such as Gaye Tuchman, Mar de Fontcuberta, and Robert Park, as there was almost no Brazilian theoretical bibliography at the time, except for Nilson Lage's *Ideologia e Técnica da Notícia* (1979). However, Anunciação (2019) notes that a few Brazilian books were available at the time, such as Luiz Beltrão's *Iniciação à Filosofia do Jornalismo* (1960), Alberto Dines' *O Papel do Jornal* (1974), Cremilda Medina's *Notícia, um Produto à Venda: Jornalismo na*

Sociedade Urbana e Industrial (1978), and Ciro Marcondes Filho's *O Capital da Notícia: Jornalismo como Produção Social da Segunda Natureza* (1986).

Simultaneously, the UFSC Communication course with a Journalism concentration also initiated Journalism Theory as a discipline. A program called *Communication Theory II* was taught by Adelmo Genro Filho between 1983 and 1986 (Meditch, 2004; Pontes, 2015), although Genro Filho had already highlighted the need for a journalism theory since the 1970s. In 1991, the discipline *Journalism Theory* was implemented as mandatory, based on Genro Filho's work at UFSC.

The emerging journalism theories were grounded in the theoretical-conceptual framework of Communication Theory, already present in the courses. As Fighetto (UFSC, 1990, p. 10 apud Frighetto, 2016, p. 146) observes, the curriculum for Journalism Theory maintained the same text as Communication Theory, merely replacing the term “communication theory” with “journalism theory.”

During the 1980s, Journalism Theory was also integrated into the Communication curriculum at USP, facilitated by professors Ciro Marcondes Filho and José Marques de Melo, as well as at UFRJ under the guidance of Alberto Dines and Nilson Lage (Meditsch, 2004). The discipline became mandatory in most Communication programs with a Journalism concentration following its inclusion as a specific subject in the 1998 National Exam of Courses (*Provão*) conducted by the Ministry of Education (MEC) (Meditsch, 2004).

According to Anunciação (2019), this development, combined with other factors—such as the increase in journalism-related research in postgraduate programs and the establishment of working groups (GTs) in journalism at scientific conferences like Intercom and Compós—

intensified the production of bibliographies seeking to theorize journalism. Initially, the specific literature gap was gradually filled by foreign publications.

The first decade of the 21st century marked a concern with organizing and compiling journalism theories, akin to the treatment given to communication theories. Key publications during this period include Mauro Wolf's *Teorias da Comunicação* (1987), Nelson Traquina's *Jornalismo: Teoria, Questões e Estórias* (1993), and his later works *O Estudo do Jornalismo no Século XX* (2001), *Porque as Notícias São Como São* (2004), and *A Tribo Jornalística: Uma Comunidade Interpretativa Transnacional* (2005). Additionally, Felipe Pena published *Teoria do Jornalismo* (2005), while Marques de Melo released *Teoria do Jornalismo: Identidades Brasileiras* (2006), reflecting his national research experience.

The discipline only became a mandatory curricular component with the implementation of the new National Curriculum Guidelines for Journalism undergraduate programs, approved by the CNE and MEC in 2013, with institutions required to comply by 2015. Discussions regarding this policy, which modifies the political-pedagogical model of journalism education (previously based on 2002 Communication Guidelines), began in 2008, although representatives from Fenaj, FNPJ, and SBPJor had already been politically advocating for the autonomy of journalism programs relative to Communication (Lopes, 2014).

The gradual insertion of Journalism Theory topics or disciplines across different programs enabled the recognition of the need for specific theoretical frameworks aligned with the curricula. The discipline gained traction among faculty and researchers nationwide. The reproduction of texts on Journalism Theories gained momentum from the 1990s, fostering conceptual dialogues that were previously ignored or even dismissed in many Brazilian journalism courses (Daros, 2005).

Notably, in the late 1990s, Nelson Traquina—through translations, essays, and anthologies—became one of the most widely read authors in journalism schools, particularly regarding concepts, theories, and journalistic research methods. The rapid commercialization of the internet in Brazil from 1995 further facilitated access to these authors, fueling the emerging recognition of Journalism Theories in Brazilian journalism education (Daros, 2005, p. 20).

According to Adghirni (2016), a key milestone in consolidating the academic field of journalism occurred in November 2003 with the creation of the Brazilian Society of Journalism Researchers (SBPJor), which brought together around 100 researchers at the University of Brasília. The following year, over 300 participants presented more than 100 scientific papers at the SBPJor meeting in Salvador (Adghirni, 2016).

The growing academic interest in journalism is reflected in the number of scientific organizations recognized by research funding bodies. In addition to Intercom, which hosts one of the most competitive journalism study groups at its annual conference, there is the Compós journalism working group (GT), Labjor (Advanced Media Studies Laboratory at Unicamp), the National Forum of Journalism Professors (now Brazilian Association of Journalism Education – ABEJ)¹⁰, and SBPJor (Adghirni, 2016).

The consolidation of the academic field is important for the advancement of Journalism Theory, as it fosters reflection, debates, and the development of a discipline-specific theoretical framework. However, Silva (2009, p. 199) notes, based on Fuentes Navarro’s analysis, that scientific legitimacy relies on the intersection between “cognitive institutionalization—concepts, methods, theories—and socio-political institutionalization—programs, publications, associations,

¹⁰ Available at: <https://abejor.org.br/institucional/> Accessed on: October 19, 2022.

funding, etc.” While journalism strengthens as a scientific-institutional field, there remains a paradoxical distancing from the epistemological approach, fundamental for theorizing journalism.

Significant work remains to address the gaps in Journalism Theory, its conceptual precariousness, theoretical fragility, and challenges in addressing the intimate relationship between journalistic practice and common sense—even before considering Boaventura S. Santos’ “second epistemological rupture” for postmodern science, which envisions a reconciliation of science with common sense within a new “cognitive configuration,” allowing both to transcend themselves to give rise to a new form of knowledge (B. S. Santos, 1989, pp. 34–45; Silva, 2009, p. 208).

Karam (2004) asserts that the consolidation of values can be achieved through the expansion and maintenance of specific fields of study, research, and professional training. The development of a discipline-specific journalism theory also aids in understanding journalistic practice and its societal implications, thereby strengthening both the academic field and the profession by fostering debate, reflection, and autonomy.

From the 2000s onwards, postgraduate programs in Communication expanded. According to Anunciação (2019), research lines in journalism began to emerge during this period, and, more precisely, in the second half of the decade, the first programs with a concentration in this field were established.

3. CONCEPTUALIZATION OF THE COMPONENTS OF THE PEDAGOGICAL PROJECT

In this chapter, the aim is to address the conceptualization of the components of the Course Pedagogical Project after the Federal Constitution of 1988, intensified and determined by Article 12, item I, of the Law of Guidelines and Bases of National Education – LDB, published in 1996¹¹,

¹¹Available at:

in order to clarify the structure of the documents that will be analyzed, which are part of the Courses' Pedagogical Projects.

3.1 CONCEPTUALIZATION REGARDING THE PEDAGOGICAL PROJECT

The construction of the Course Pedagogical Project (PPC) emerged after the Federal Constitution of 1988, being intensified and determined by Article 12, item I, of the Law of Guidelines and Bases of National Education – LDB, published in 1996, which states:

“Higher education institutions, respecting common norms and those of their education system, shall be responsible for preparing and implementing their pedagogical proposal.”

From that moment on, Brazilian universities were assigned the task of preparing the Course Pedagogical Project as an instrument for planning the development of pedagogical activities in undergraduate courses at Higher Education Institutions (HEIs). This document underpins and systematizes the organization of knowledge in the curriculum. Resulting from the National Curricular Guidelines, the obligation of the pedagogical project arises from the perspective of curriculum organization, as provided in Opinion CES/CNE 146/2002¹², approved in April 2002.

According to Anastasiou (2007), the document reflects on choices and decision-making regarding curriculum organization, and from a legal requirement, it defines the practical frameworks of courses as a way of organizing knowledge concerning social heritage, considering the social needs of the country, the region, and its historical context. The document represents the university institution's proposal regarding what it intends to achieve concerning its functions. It is

<[¹² Available at: <\[http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=139531-pces146-02&category_slug=fevereiro-2020-pdf&Itemid=30192\]\(http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=139531-pces146-02&category_slug=fevereiro-2020-pdf&Itemid=30192\)> Accessed on: March 6, 2023.](https://www2.camara.leg.br/legin/fed/lei/1996/lei-9394-20-dezembro-1996-362578-publicacaooriginal-1-pl.html#:~:text=Estabelece%20as%20diretrizes%20e%20bases%20da%20educa%C3%A7%C3%A3o%20nacional.&text=Art.,civil%20e%20nas%20manifesta%C3%A7%C3%B5es%20culturais.> Accessed on: March 6, 2023.</p></div><div data-bbox=)

constructed collectively throughout the process of implementation, evaluation of activities, replanning, and redefinition of directions (planning process).

Within the PPC, some aspects are mandatory: course objectives, curriculum matrix, graduate profile and competencies, internships, final course project (TCC), complementary activities, and it must list curricular components (in alphabetical order) with syllabi, basic bibliographic references (with three titles), and complementary references (five titles). Therefore, in preparing the Political-Pedagogical Project of undergraduate courses, it is necessary to distinguish some important concepts for planning and carrying out activities.

3.1.1 Terminology

In the 1980s, when the concept of quality in education was redefined by associating it with the existence of a Political-Pedagogical Project, there was clarity about the project's objective, but the large terminological variation pointed to the same object with different terms: pedagogical project; political-pedagogical project, institutional project, educational project. Law No. 9.394, of 1996, defined it as pedagogical proposal or pedagogical project (Silva, 2004).

The diversity of terminology used by the legislator in Law 9.394/1996 is commented on by Veiga (2009, p.164), who found different terms: “[...] pedagogical proposal (Articles 12 and 13), work plan (Article 13), pedagogical project (Article 14) [...]”, clarifying the different meanings of the terms: “The pedagogical proposal or the pedagogical project relates to the organization of the school's pedagogical work [...]”. The work plan, also known as the teaching plan or technical-administrative activity plan, is linked to the didactic organization of the class and other pedagogical and administrative activities; it is the detailing of the proposal or project.

Some educators include the term “political” in the expression “pedagogical project,” referring to its interrelations with educational practices and their interfaces with society as a whole.

According to Vasconcellos (2004), the term political also reminds us that there is no neutrality in any project, much less in the pedagogical one: either we have an explicit project assumed by the group, or we follow someone else's project. In this case, it will be imposed from the top down, disregarding the people involved, the reality where the course is inserted, and the larger reality of Brazilian and global society.

3.1.2 Definition

The word “project” comes from Latin *projectu*, which means a plan for achieving something, an intention. Veiga (2005) rescues the etymological sense, past participle of the verb *projicere*, which means to throw forward. Applying this understanding to the PPC, it can be observed that it signifies the planning of what one wishes to accomplish, anticipating a future different from the present.

The basic idea of the PPC requires thinking about the entire course in an organic way, aiming at building its identity and defining the professional to be trained. The PPC defines intentions and professional profiles, decides on curriculum focuses (objectives, content, methodology, teaching resources, and evaluation), analyzes working conditions, optimizes human, physical, and financial resources, establishes and manages time for activity development, and coordinates efforts towards future objectives and commitments (Vieira, 2012).

ForGRAD revisits the PPC definition within the teaching, research, and extension triad:

“[The PPC] is an instrument for guiding university work, conceived collectively within the Institution, oriented towards the Institution as a whole and towards each of its courses, in particular. [...] It should foster the construction of intentionality for the performance of the HEI's social role, focusing on teaching but closely linked to research and extension processes. Based on critical analysis of the current moment, it should configure the

intended vision, carry out actions, reflect on them, evaluate them, and incorporate new challenges” (Forgrad, 2003, p.90).

3.2 CONCEPTUALIZATION REGARDING CURRICULUM, CURRICULAR CONTENTS, AND DISCIPLINES

3.2.1 Curriculum

Etymologically, curriculum means “act of running,” “race,” or “path.” In higher education, it can be stated that it is the set of “core” activities essential and distributed in the university’s time and space (Saviani, 2005, p. 18), to be completed during a course, aiming at the production and transmission of knowledge related to that course. For example, the curriculum matrix composed of curricular contents, disciplines, and activities distributed over the university’s time and space characterizes the essence of the course to be carried out based on the expected professional profile.

In other words, the curriculum is the totality of the educational experiences of a course. At the university, these experiences involve work to be carried out in classrooms, laboratories, workshops, internships, and other teaching-learning situations under the guidance of a teacher or group of teachers, considering the graduate profile. Therefore, curriculum organization is one of the moments of the course’s pedagogical project and not its initial determinant.

3.2.2 Curricular contents or axes

These are fields of study, also called areas or axes, or thematic nuclei, referring to the knowledge necessary for a course. According to Anastasiou (2010), an axis is a line passing through the center of an object, which rotates around this line, and the curricular axis is the central element on which concepts, principles, laws, and theoretical-practical frameworks are defined and articulated, aiming to overcome the stagnant form present in curriculum grids.

They are identified as essential for the graduate's development, considering three major dimensions of training: citizenship, general education, and specific professional training.

Curricular contents indicate the thematic path through which the production and transmission of a certain knowledge area in a given undergraduate course should proceed. Activities obligatorily articulated with curricular contents include:

- a) Supervised curricular internship;
- b) Complementary activities;
- c) Undergraduate Final Course Project (TCC), under faculty supervision.

3.2.3 Discipline

Etymologically, discipline relates to the word “disciple” – one who follows. In the academic environment, discipline concerns a sub-division of Science, Art, or Technology. It is a smaller curricular content, indicating what the student should follow to understand what needs to be accomplished in the course. Each essential curricular content (nuclei or thematic axes) is subdivided into disciplines or activities.

3.2.4 Syllabus of the discipline or academic activity

Etymologically, syllabus means “note” or “summary.” In an academic discipline, a syllabus is a brief summary that clearly, concisely, and objectively presents what will be studied and the procedures to be carried out in a given discipline or activity. It also includes articulation with the broader theoretical-practical knowledge area involved in the course.

The syllabus should not be confused with the list of topics in the “Program Content” section of the Teaching Plan. Syllabi are curricular contents and must be part of the Course Pedagogical Project. The Teaching Plan is linked to the Political-Pedagogical Project through the discipline syllabus.

3.2.5 Program content

It is the detailing of knowledge, skills, and activities of the discipline, arranged in logical sequence, enabling the achievement of pre-established objectives in a teaching-learning process, aiming to reach the intended outcomes in that particular discipline/knowledge area of each course.

3.2.6 Curriculum matrix

The curriculum matrix of a course is understood as the list of disciplines and workload, distributed by semesters and years. It is a guiding document of the school, defining which curricular components will be taught. The curriculum matrix is part of the School Regulation and the Political-Pedagogical Project (PPP), and its organization must follow the provisions of Articles 26, 27, 35, and 36 of LDB 9394/96 and Resolution 02 of January 2012 (CNE).

The curriculum matrix should be consistent with course objectives and the professional profile. Its architecture should also include all curricular components provided for in opinions and specific resolutions on the course's curricular guidelines. The curriculum matrix replaces the curriculum grid. The curriculum grid is just the "sum of parts," while the curriculum matrix constitutes the "articulation of the old disciplines into curricular components, areas, or modules around axes [...]" (Anastasiou, 2007, p. 56). Thus, the curriculum matrix, in terms of synergy, is greater than the sum of its parts.

The undergraduate course curriculum matrix should include:

- **Mandatory curricular components:** components that are part of the full curriculum/matrix of a course, such as curricular contents, professional practices, internships, and final course project (TCC);

- **Complementary curricular components:** electives aimed at complementing the student's professional training.

3.2.7 Curriculum grid

The curriculum grid is the organization of all disciplines to be studied during a given course (applies to undergraduate, postgraduate, etc.). Therefore, it serves as a reference document for students and prospective students to know which subjects are addressed in that training.

3.2.8 Bibliography

According to Normative Ordinance No. 11, June 20, 2017, from MEC, Distance Learning (EaD) centers may choose between digital or fully physical collections, for both basic and complementary bibliography. In this way, educational institutions can choose the model they consider most appropriate. It is worth noting that making important titles available online and facilitating access increases the university's chance of a higher MEC evaluation score.

However, not only distance learning institutions may adopt digital collections. In on-campus courses, the online library is also an option to complement the physical library.

Regarding basic bibliography, for an institution with only a physical collection to achieve Concept 3 in the Ministry of Education (MEC) evaluation, it must ensure one copy of each book for every 10 to 15 students. However, if the same institution offers a complementary digital collection, it only needs one copy for every 13 to 19 students. That is, adopting a digital collection reduces the number of physical works the higher education institution needs to maintain.

In the case of complementary bibliography, for an institution to achieve Concept 5 in the Ministry of Education evaluation, it must offer at least five complementary titles per curricular

unit of the course, whether in physical or virtual format. In this scenario, the collection may be entirely online. If the HEI opts for a physical collection, it must provide at least two copies of each title.

4. METHODOLOGY

To facilitate reading in this part of the study, it was decided to present the detailed procedures that will guide the forms of research throughout this chapter. This section describes the type of research conducted, the chosen approach, and the interpretation method defined to analyze the collected information.

The methodological path is understood as the result of a process of constructing scientific research, based on back-and-forth fieldwork and the delimitation of the object among various other scientific procedures. Bourdieu (2011, p.27) believes that the construction of a research object does not happen in a single moment:

“[...] it is a work of great scope that is carried out little by little, through successive refinements, through a series of corrections and amendments suggested by what he calls *craft*, that is, this set of practical principles that simultaneously guide small and decisive choices.”

It is this set of principles that determines the research procedures, from the way of presenting, describing the research objectives, inserting into the observation environment, and finding good informants (Bourdieu, 2011). Details that may seem insignificant, but that prevent the researcher from considering theoretical instruments in themselves rather than “putting them into action” (BOURDIEU, 2011, p.27).

Bonin (2011, p.40) also points out procedures as methodological arrangements sensitive to the demands of problems and the logic of empirical objects. Lago (2006, p.1) compares

methodology to an “infrastructure upon which the entire work is built” and is far from what the author calls a “disconnected recipe book,” as often presented.

Based on this critique, this chapter aims to highlight the paths used to answer the proposed research problem. In general, the research procedure adopted is the Content Analysis systematized by Bardin (1977) for the analysis of the syllabi and bibliographies of the Journalism Theory course in a sample of 25 Journalism/Communication undergraduate courses in Brazil.

Since the central issue of this study is to analyze how Journalism Theories are incorporated into undergraduate Journalism courses in the country, the main objective is to understand whether the courses’ disciplines reflect what Journalism Theory is and whether it is adequate to what is understood as theory.

To answer the central question of this research, two analysis groups were formulated. Group 1 comprises the set of Curriculum Matrices of the corpus of 25 courses. A descriptive content analysis will be carried out to identify how the Journalism Theory discipline is presented in the course, in which periods it appears during the undergraduate program, the time dedicated to studying the discipline, and whether there is more than one Journalism Theory discipline.

Group 2 corresponds to the Content Analysis of the syllabi of Journalism Theory disciplines, aiming to identify the main concepts studied in the disciplines, the main theories present in the syllabi, and whether what is written in the syllabi corresponds to what is understood as theory. Additionally, the Content Analysis of the bibliographies of the disciplines intends to identify which authors appear in these disciplines and whether the bibliography is predominantly foreign or national.

To proceed with this methodological process, it is also necessary to establish the research approach. In this sense, a qualitative approach was chosen. This type of approach is commonly used in research that employs documents (Godoy, 1995; Krioka; Scheller; Bonitto, 2015).

The research will also be descriptive, because “studies of this type primarily aim at describing the characteristics of a certain [...] phenomenon or establishing relationships between variables” (Gil, 2008, p.28). After establishing the type of research and the adopted approaches, it becomes pertinent to define the appropriate steps for understanding the collected content, such as the method of interpretation of the information.

4.1 SELECTION OF THE CORPUS

At first, the procedure for collecting information and selecting the sample for quantitative data analysis was carried out. For this research, 25 Journalism/Communication undergraduate courses with a specialization in Journalism from universities across the national territory were selected. To better understand how this sample was obtained, some procedures carried out are described below.

The selection of the corpus took place in the first semester of 2021, through a search for higher education Journalism courses provided by the National Registry of Higher Education Courses and Institutions database¹³, which is the official database of courses and Higher Education Institutions (HEIs) recognized by the Ministry of Education. The analysis was restricted to the courses mentioned therein, and any omissions should be attributed to the ministry system.

The e-MEC Registry data comply with the authorization acts of the courses and HEIs, issued by the Public Power or competent body of the institutions, within the limits of exercising

¹³ e-MEC registration is regulated by Normative Ordinance No. 21, of 12/21/2017.

their autonomy, respecting the norms established for offering higher education courses, such as the National Curricular Guidelines. Therefore, the regularity of courses and institutions depends on the validity of the respective authorization acts.

To have a national dimension of the teaching in the field, a table was formulated with information from all Journalism courses in operation, according to the data provided by the e-MEC Registry. The search tools offered by the platform were used, through the “Advanced Search” tab, considering the Undergraduate Journalism Course selected for each state in the country. “On-campus” and “distance learning” courses, “bachelor” courses, and courses “in operation” were filtered, according to the selection method available on the platform. As keywords in the “courses” field, two descriptors were considered: “Journalism” and “Social Communication.”

During the data collection process, some inconsistencies were noticed between the information provided by e-MEC and the actual start dates of the courses. The dates on the platform referred to registration, i.e., when the courses migrated from Social Communication with a specialization in Journalism, the start date of the Bachelor in Journalism course was “recent” compared to the start date of the same course when it was considered a Social Communication course with a Journalism specialization.

Therefore, it was decided to cross-check data from the same database, but for the Social Communication undergraduate courses. This choice of data cross-checking considering the Journalism specialization courses allowed the verification of the founding dates of the courses that were transformed into Bachelor’s degrees in Journalism. It was noted that many Social Communication courses with a specialization in Journalism were listed as “extinct” or “being phased out” due to the name change to a specific bachelor’s degree. Therefore, at this stage of

data selection, all filters available on the website were considered, such as “on-campus courses,” “bachelor courses,” “active courses,” and “being phased out” for verifying the start dates of the courses.

The second stage of data collection was the creation of a comparative table through the Social Communication undergraduate courses with a Journalism specialization, presented in the e-MEC database, considering all situations: “being phased out,” “active,” and “extinct,” to identify possible inconsistencies in the operating dates.

Finally, the organization was done through an Excel spreadsheet with information from 278 active bachelor’s courses in Journalism and Social Communication with a Journalism specialization in the country. Information included course creation dates, modality, administrative category, emails of the institution or course coordination, city and state of each institution, and links to the courses’ pedagogical projects and curriculum matrices.

The collection of curriculum matrices and course pedagogical projects was done through the electronic pages of each course and, when necessary, by contacting the official email addresses of each course. In cases where the required contact information was not available on official websites, coordinators or professors were contacted to request the documents for analysis.

Thus, the researcher requested the documents from each institution using the rules established by the Access to Information Law (No. 12,527/2011) via e-SIC¹⁴. A total of 51 emails were sent to institutions that did not make the documents available on their websites. Requesting information through official channels ensures the veracity of the documents to be

¹⁴ Available at: <https://falabr.cgu.gov.br/Principal.aspx> Accessed on: May 5, 2022 e-Sic allows any person, whether natural or legal, to submit requests for access to information, monitor the deadline, and receive a response to the request made to Federal Executive bodies and entities.

analyzed, one of the dimensions of documentary analysis proposed by Cellard (2012), which will be discussed later.

The selection of the corpus was based on the availability of documents via email or those available on the official course websites, i.e., all institutions with documents available for analysis were considered. Of the 278 active institutions in the country, initially, 40 had their documents either on the websites or via email. However, only 25 contained the minimum information required for this analysis, such as the availability of syllabi and bibliographies for the discipline. Compiled, the documents were read and data were extracted to create tables for better interpretation of the presence and nature of the discipline in question.

The information extracted from institutional documents indicates some elements that may help compose data signaling how the courses understand Journalism Theory. Note that this does not mean that we will later have a profile of how Journalism Theory is taught in undergraduate courses, since doing so would require additional information on teaching strategies, methodologies, technologies, and pedagogies adopted. However, the following results indicate how these contents are visible in curriculum matrices, when they are offered, their duration, and the main theories addressed in the disciplines, as well as their main bibliographic references.

It is important to clarify that documents are an important source from which evidence can be drawn to support the researcher's statements and assertions. They also represent a "natural" source of information, according to Lüdke and André (1986, p.38). They are not only a source of contextualized information but arise in a given context and provide information about that same context. An additional advantage of documents is their generally low cost. Their use requires only the investment of time and attention by the researcher to select and analyze the most relevant ones (Ludke; Andre, 1986).

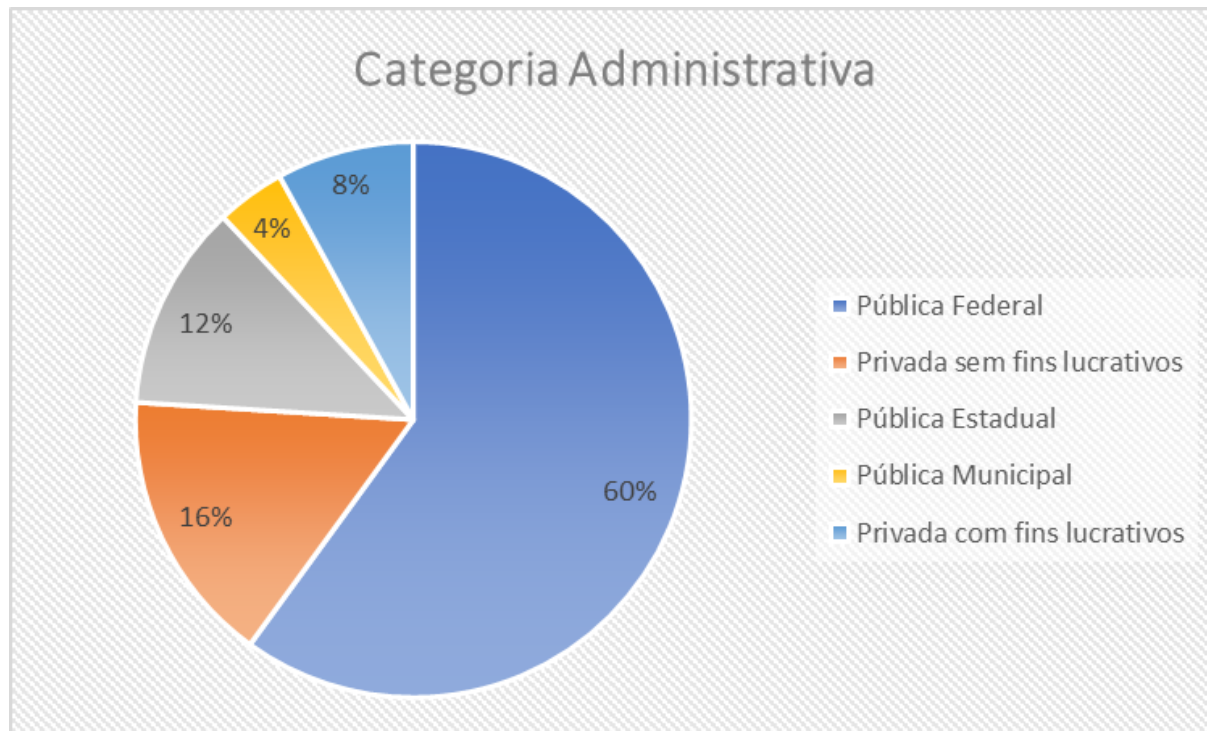
With the awareness that what is stated in normative texts does not necessarily represent what is empirically taught, discussed, and shared in educational institutions or the academic environment, it is acknowledged that the indicated basic bibliographies are not necessarily used in the classroom, and the student's trajectory is not necessarily progressive or free from adaptations relative to the Ministry of Education's normative text due to other parameters. These differences are not relevant for our investigation, as the focus is delimited.

4.2 CONTEXTS AND SCENARIOS IN JOURNALISM PPCS

In this section, the Curriculum Matrices of undergraduate courses from the following institutions will be analyzed: Universidade Vale do Rio Doce (Univale); Universidade Federal do Sul e Sudeste do Pará (UNIFESSPA); Universidade Federal de Viçosa (UFV); Universidade do Estado da Bahia (UNEB); Universidade Federal do Amapá (UNIFAP); Universidade Federal do Maranhão (UFMA); Universidade Federal do Rio Grande do Norte (UFRN); Universidade Federal de Mato Grosso (UFMT); Universidade Federal do Piauí (UFPI); Universidade Federal de Sergipe (UFS); Faculdades Integradas de Fernandópolis (FIFE); Uninter; Universidade Federal de Roraima (UFRR); Universidade Federal do Ceará (UFC); Universidade Federal de Juiz de Fora (UFJF); Universidade de Brasília (UnB); Faculdade Boas Novas (FBNCTSB); Universidade Estadual do Sudoeste da Bahia (UESB); Universidade Federal do Recôncavo da Bahia (UFRB); Universidade Federal do Rio de Janeiro (UFRJ); Universidade Nove de Julho (UNINOVE); Centro Universitário Brasileiro (UNIBRA); Universidade Federal do Mato Grosso do Sul (UFMS); Universidade Regional de Blumenau (FURB); Universidade Estadual de Ponta Grossa (UEPG); and Universidade Federal do Maranhão (UFMA).

The sample consists of courses in 16 states, from all regions. They are courses offered in federal, state, and municipal public universities, non-profit private institutions, and for-profit private institutions, as shown in Graph 1 of the Administrative Category of the selected corpus.

GRAPH 1 - Administrative Category of the selected corpus

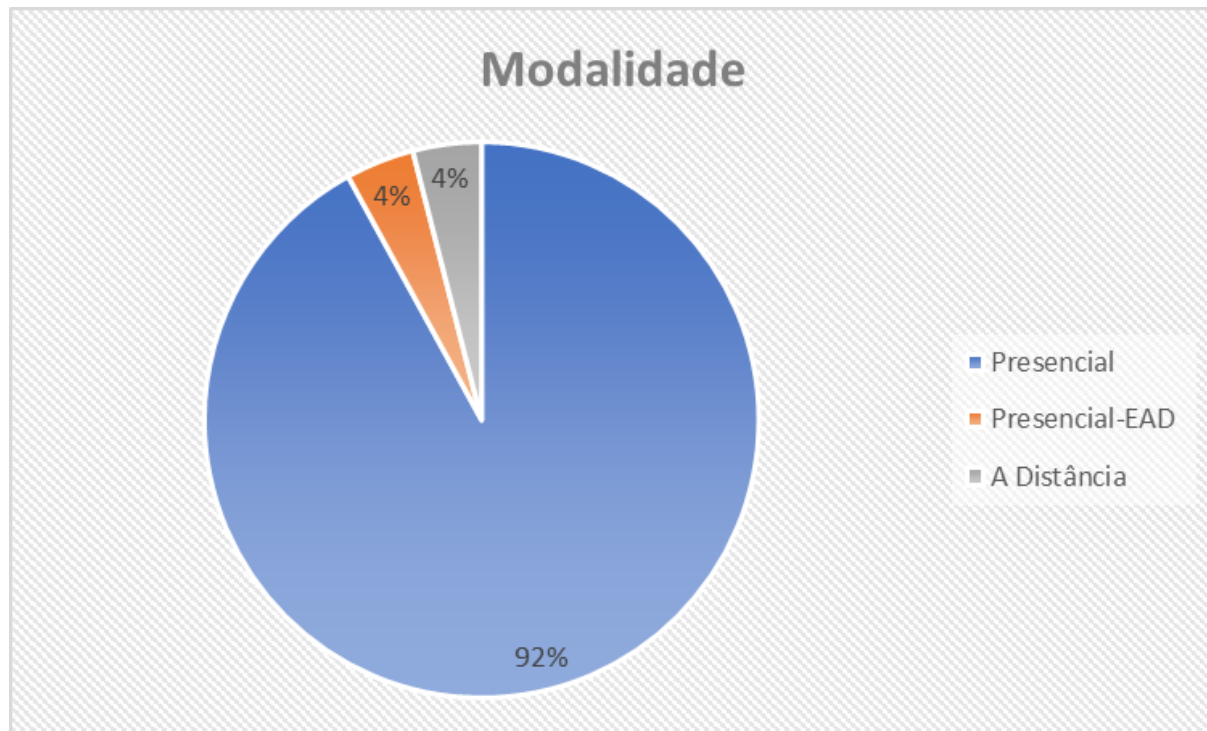


Source: The author (2023).

Of the 25 institutions, 15 are federal public, 4 are private for-profit, 3 are state public, 2 are private non-profit, and 1 is municipal. Among them, 23 are on-campus, one is hybrid, and one is distance learning, according to the e-MEC records (Graph 4). There is a majority of public institutions (76%) and on-campus courses (92%).

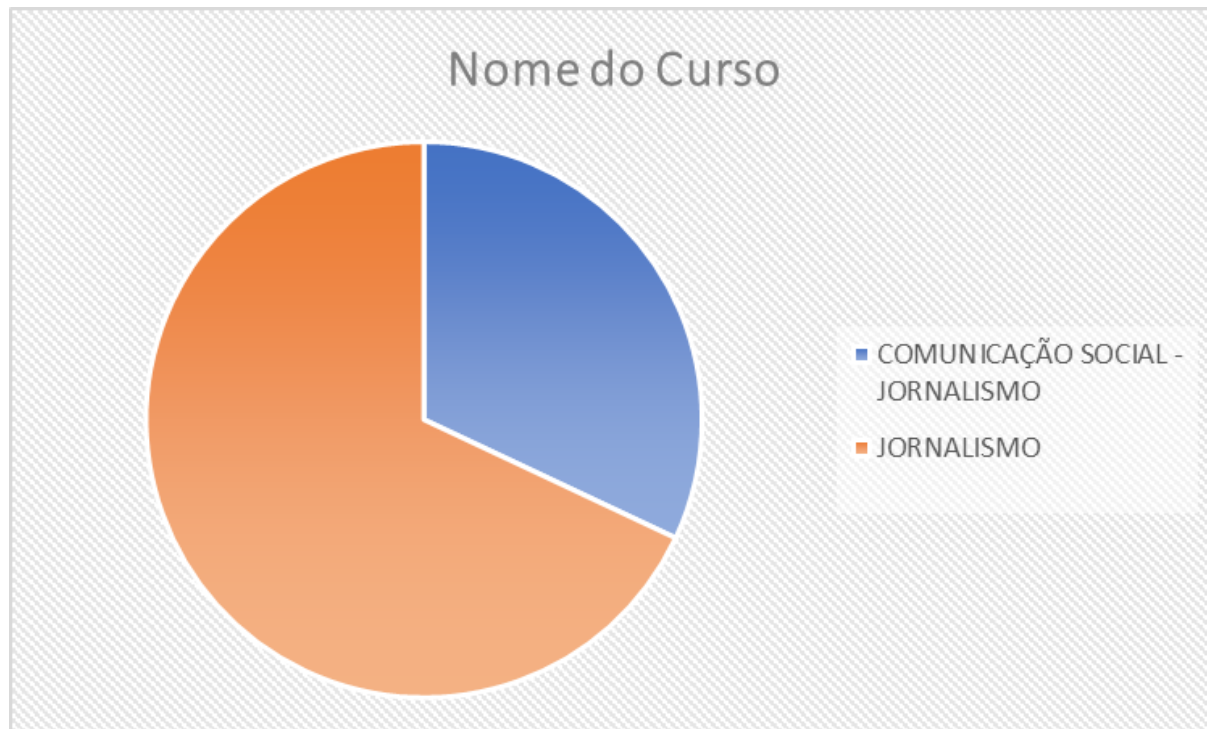
In order to recognize the specificities of each analyzed document, the nomenclature of the courses was identified, whether they are considered Social Communication with a specialization in Journalism or Bachelor's in Journalism. Through the analysis carried out, it was found that 8 of the 25 courses (32%) are Social Communication with specialization courses, and 17 (68%) are Journalism courses (Graph 5).

GRAPH 4 - Course Modality of the selected corpus



Source: The author (2023).

GRAPH 5 - Nomenclature of selected courses



Source: The author (2023).

The Bachelor's degree in Journalism at the Universidade Vale do Rio Doce (Univale) was created in 1997. The course initially offered a double specialization: Journalism and Advertising & Propaganda, and it is located in the city of Governador Valadares-MG. In 2001, the course was separated into a Journalism program. The course is on-campus, operates in the evening, and offers 30 places per semester.

The Universidade Federal do Sul e Sudeste do Pará (UNIFESSPA), headquartered in the municipality of Marabá (PA), was created on June 6, 2013. The institution was the second public university established in the interior of the Amazon. The Journalism course at UNIFESSPA was created in 2018 and is located in Rondon do Pará-PA.

The Bachelor's degree in Social Communication – Journalism at the Universidade Federal de Viçosa (UFV) is located in Viçosa, Minas Gerais. It was created by the Council of

Teaching, Research, and Extension (CEPE) in its meeting on July 12, 2000, with the decision recorded in minutes no. 360 of the aforementioned body. The first class began in the first semester of 2001. Initially linked to the Department of Arts and Humanities (together with the courses in Dance, Geography, and History), the Social Communication – Journalism course was created by a group of professors mostly belonging to the Department of Rural Extension. An important milestone was the creation of the Department of Social Communication (DCM) in the second semester of 2009, which provided greater administrative and pedagogical autonomy for faculty and students.

The Social Communication – Journalism in Multimedia – Bachelor's degree at the Universidade do Estado da Bahia (UNEB), located in Juazeiro-BA, was implemented in 2003 as a result of a set of policies and initiatives from UNEB aimed at responding to the growing demand for qualified professionals, especially in the area of Social Communication. Authorized by the University Council - CONSU, through Resolution no. 171/2002, this course was launched in the 2003 academic semester, with classes starting in October of the same year. Its recognition occurred in 2010 through Government Decree no. 12.029 of March 26 of the same year, supported by CEE Opinion no. 52/2009 published in the Official Gazette of the State of Bahia.

The Universidade Federal do Amapá (UNIFAP) is a higher education institution authorized by Law no. 7.530 of August 29, 1986, established by Decree no. 98.977 of March 2, 1990, linked to the Ministry of Education, with headquarters in the city of Macapá, capital of the State of Amapá. The first class began in 2011, with the first Pedagogical Project (PPC) created in 2010 for the Social Communication program with a specialization in Journalism. From the 2013 PPC, the course was restructured and became a Bachelor's in Journalism, aiming to meet the specificities of the profession.

The Universidade Federal do Maranhão (UFMA) has been present in Imperatriz since the early 1980s. From 2006, the Center for Social, Health, and Technological Sciences (CCSST) received three additional courses as part of the Federal Government Expansion Program during the Lula administration, which promoted an increase in undergraduate courses across various campuses. The courses in Journalism, Nursing, and Food Engineering were the new programs offered at that time in Imperatriz and are a direct result of this process.

The Social Communication program at the Universidade Federal do Rio Grande do Norte (UFRN) is one of the oldest in the Northeast region, originating from State Law no. 2.783 of May 10, 1962. The following year, the course was incorporated into the newly created Fundação José Augusto in Natal, named Faculdade de Jornalismo Eloy de Souza, in honor of one of the state's most respected journalists. The Social Communication – Journalism course officially began on 03/01/1963.

The Bachelor's degree in Social Communication – Journalism at the Universidade Federal de Mato Grosso (UFMT), located in Cuiabá-MT, was created on June 30, 2008. The course was implemented through the Program for Support of Plans for Restructuring and Expansion of Federal Universities (Reuni), which, besides creating the Journalism program, led to the establishment of ten other undergraduate courses at the Araguaia Campus, present in the region since 1970. The first Journalism class started in March 2009, being the only class admitted through the entrance exam. From 2010 onwards, the university adopted the 100% Enem/Sisu (National High School Exam / Unified Selection System) system for all courses.

The Bachelor's degree in Journalism at the Universidade Federal do Piauí (UFPI) started in 2005 in Teresina-PI. The Federal University of Piauí is the largest public university and the only federal one in the state. The former Social Communication course has existed since 1984.

The course's Pedagogical Project was carried out in 2019 according to Resolution CNE/CSE 1/2013, which established the National Curriculum Guidelines, changing the course name from Social Communication – Specialization in Journalism to Bachelor's in Journalism.

The Social Communication program at the Universidade Federal de Sergipe (UFS) was created in 1992. The Social Communication/Journalism program started in the first semester of 1993, admitting its first 15 students through the annual entrance exam, and was recognized by the Ministry of Education through Ordinance no. 611 of 03/28/2001 (D.O.U. 04/02/01). At the time of its creation, three courses comprised the new academic profile of UFS: Social Communication/Journalism (Bachelor's), Social Communication/Radio and Television (Bachelor's), and Art Education (Full Degree in Fine Arts). These three courses were created within the Department of Letters of the university, which fully supported them from the start. In 2002, a dedicated teaching department was established, separating from the Department of Letters. Thus, the Department of Arts and Communication (DAC) was created, linked to the Center for Education and Human Sciences. In 2008, DAC became the Department of Social Communication (DCOS). In 2015, with the Social Visual Arts course moving to its own academic unit, DCOS became responsible for the Social Communication courses with specializations in Journalism, Audiovisual, and Advertising & Propaganda. On April 5, 2017, with Resolution no. 15/2017/CONEP, the Social Communication program with a specialization in Journalism was replaced by the Journalism undergraduate program, conferring the Bachelor's in Journalism.

The Bachelor's degree in Social Communication – Journalism at the Faculdades Integradas de Fernandópolis (FIFE) was created in 2003 through a request made by the institution to the MEC, alongside the opening of eleven other courses. The course is located in

Fernandópolis, São Paulo. The first class began in August 2006, marking the start of the program. Although 100 places were offered (50 daytime and 50 evening), the course started with only 26 students enrolled in the evening program.

Uninter was founded in 1996 as the Instituto Brasileiro de Pós-Graduação e Extensão (IBPEX). In 2000, IBPEX became the Faculdade Internacional de Curitiba (Facinter), offering on-campus undergraduate courses. In 2002, the first technology degree programs were launched with the creation of the Faculdade de Tecnologia de Curitiba (Fatec). In 2012, Facinter and Fatec merged, giving rise to the current Centro Universitário Internacional Uninter.

Created in 1991, the Social Communication – Specialization in Journalism program at the Universidade Federal de Roraima (UFRR) is located in Boa Vista-RR.

The Universidade Federal do Ceará (UFC) was initiated through a broad public mobilization process beginning in the 1940s. President Getúlio Vargas submitted the law to create the Universidade do Ceará, which was sanctioned on December 16, 1954, by his successor, Café Filho. The institution began operations on June 25, 1955, merging the School of Agronomy, the Law School, the Medical School, and the Pharmacy and Dentistry School. The Journalism course was initiated in 1964 through the efforts of the Ceará Press Association and the State Professional Journalists Union, offering the first Beginner Journalism Course. The program operated independently for three years until October 10, 1969, when it became fully part of UFC, renamed Social Communication, recognized in 1972 by the Federal Education Council (CFE) under Decree no. 71.332 of 11/08/1972. Initially, the course conferred a degree in Social Communication, allowing graduates to work in various communication fields. In 1975, the course moved to the Benfica neighborhood, integrating with local institutions such as Casa Amarela, the University Radio, and the Fortaleza Comic Library. The program is currently

recognized as a Bachelor's in Journalism in accordance with the National Curriculum Guidelines.

The Social Communication program at the Universidade Federal de Juiz de Fora (UFJF), located in Juiz de Fora, Minas Gerais, began in the 1960s as a department of the Law School. From the 1980s, Social Communication became a Faculty, housing three specializations: Journalism, Public Relations, and Radio. In 2011, following MEC guidelines, the program was renamed from Social Communication to Journalism, initiating a curriculum reform aligned with the new National Curriculum Guidelines. Additionally, the Faculty created a new course, Radio, TV, and Internet, and restructured its departmental organization into the following units: Fundamentals, Theories, and Contexts (FTC); Professional Techniques and Strategic Content (TCE); Applied Methods and Laboratory Practices (MAP).

The Universidade de Brasília (UnB) was created in 1962 and is located in Brasília-DF. The Law establishing the Universidade de Brasília Foundation (FUB), no. 3.998 of December 15, 1961, was conceived by anthropologist Darcy Ribeiro and educator Anísio Teixeira. Located on the Darcy Ribeiro University campus in Plano Piloto, the Faculty of Communication offers undergraduate, master's, and doctoral programs. The undergraduate program began with Journalism courses offered in the Letters course in 1962 by journalist and professor Pompeu de Sousa Oliveira Brasil. In 1966, the Faculty of Communication was officially created, later transformed into the Department of Communication under the Faculty of Applied Social Studies, linked to the departments of Law, Administration, and Library Science. In 1989, the University Council approved the reestablishment of the Faculty of Communication (FAC), comprising the Departments of Audiovisuals and Advertising (DAP) and Journalism (JOR). Currently, the

Faculty offers a daytime Social Communication program with three specializations – Audiovisual, Journalism, and Advertising & Propaganda.

The Faculdade Boas Novas de Ciências Teológicas, Sociais e Biotecnológicas (FBNCTSB), founded in 1979, is maintained by the Biblical Institute of the Assembly of God in Amazonas (IBADAM). Both institutions are affiliated with the centennial Evangelical Church Assembleia de Deus in Amazonas – IEADAM. The Journalism course at FBN, located in Manaus, Amazonas, began offering places on February 6, 2006, after authorization by the Ministry of Education (MEC) via Ordinance no. 3.118 of September 9, 2005, published on September 12, 2005.

The Social Communication – Journalism program at the Universidade Estadual do Sudoeste da Bahia (UESB) is located in Vitória da Conquista, Bahia, and was created in 1998.

The Universidade Federal do Recôncavo da Bahia (UFRB), created by Law 11.151 of July 29, 2005, through the separation from the School of Agronomy of the Universidade Federal da Bahia, is headquartered in Cruz das Almas, with units in other municipalities of Bahia. UFRB has administrative, patrimonial, financial, and didactic-pedagogical autonomy. The Social Communication – Journalism course is part of the Center for Arts, Humanities, and Letters (CAHL) and was implemented in 2006.

The course at the Universidade Federal do Rio de Janeiro (UFRJ) was organized in December 1946, reorganized in March 1948, and inaugurated in April 1948 at the Faculdade Nacional de Filosofia, current UFRJ. Initially, it lasted three years, with two basic study years comprising ten compulsory subjects (four on journalistic technique) and a one-year specialization with ten subjects (two technical). Early faculty included prominent journalists from Rio de Janeiro such as Pompeu de Sousa and Danton Jobim.

The Social Communication – Journalism program at the Universidade Estadual de Ponta Grossa was created in April 1985, starting in August 1985. Initially structured under a semester credit system with two annual intakes, the course admitted nine classes by 1990. In the early 1990s, the program adopted an annual serial system, admitting 40 students. The Master's program in Journalism at UEPG was authorized by Capes in 2012 (Proposal APCN 7334), beginning in the first semester of 2013, the first program in Paraná and second in Brazil.

The initial initiative to create the Social Communication – Journalism course at the Universidade Federal do Mato Grosso do Sul (UFMS) occurred in 1981 due to pressure from the journalists' union. The course was officially established on October 24, 1985, and implemented in the first semester of 1989. It is located in Campo Grande-MS, is semester-based, on-campus, operates in the morning and afternoon, and offers 50 places per intake.

The Bachelor's in Journalism at the Universidade Regional de Blumenau (FURB) was created in 2014 after several attempts by faculty and the community. The course is located in Blumenau-SC, operates in the evening, and follows a semester system.

4.3 THE CURRICULAR MATRICES FOR JOURNALISM AND SOCIAL COMMUNICATION COURSES IN BRAZIL

Having obtained the curricular matrices of the courses from the 25 universities, and after examining the pedagogical project texts for moments in which understandings about the context of the creation of the universities and courses are described, an analysis is presented here of the elements that make up the curricular matrices of the Journalism and Social Communication courses. The aim is to examine how the discipline of Journalism Theory is positioned within these programs.

To do so, part of the method applied is content analysis, a descriptive analysis of content, originating in the field of Psychology and later systematized by researcher Laurence Bardin (1977). According to Bardin (2011), this technique is characterized by the relationship between statistical methods and the observation of materials, valuing qualitative analysis (specific deductions) at times, and quantitative analysis (frequency of occurrence) at others. Content Analysis is justified as it allows the understanding and comparison of different documents across various universities.

According to Bardin (1977), this is an empirical method dependent on the type of discourse under study and the type of interpretation aimed for. “Analytical description operates according to systematic and objective procedures for describing the content of messages” (BARDIN, 1977, p. 34).

Some rules are described for the selection of the empirical object of analysis, such as the rule of exhaustiveness, which, in this case, is fulfilled by selecting the largest possible number of documents at the national level. Considering the difficulty of obtaining these documents, 25 were analyzed. Regarding representativeness, as this study is conducted at a national level, the courses are located in the North, South, Southwest, Midwest, and Northeast regions, each with its own socioeconomic specificities. Additionally, the choice of empirical objects is homogeneous, as it concerns the pedagogical projects of courses in Brazil. The recording units, or content segments for analysis, were defined in this research by a semantic cut at the level of theme and subject.

Overall, no course stands out for a discrepancy in the total workload, as increasing it could imply an extension in the number of semesters or academic periods.

Only UNEB does not meet the minimum workload required by the National Curricular Guidelines (DCNs). The document available on UNEB’s website was published in 2012. The

Social Communication – Multimeios Journalism course follows the recommendations of Resolution CNE/CES no. 2/2007, which addresses minimum workload and procedures related to the completion and duration of undergraduate courses, bachelor's degrees, in the face-to-face modality. The document establishes a workload of 2,700 hours for Social Communication courses.

The Canção Nova College (FBNCTSB) has the highest workload in the analyzed corpus, with a total of 3,760 hours, including 3,360 partial hours, 200 hours of supervised internship, and 200 hours of complementary activities. The institution offers 2,029 hours of theoretical training in the curriculum.

Another point observed in the Curricular Matrices of the courses was the existence of the discipline of Journalism Theory and its workload in relation to the total course workload, as well as the analysis of whether the disciplines were mandatory or elective. According to the table above, the only institutions that have two Journalism Theory disciplines are UNINTER and UFC, corresponding to 3.59% and 4.27% of the total workload, respectively. The Journalism track course at the Federal University of Ceará is face-to-face, semester-based, and operates in the afternoon and evening. The course offers two disciplines, Journalism Theory I and II, respectively. Journalism Theory I is offered in the sixth semester, and Journalism Theory II is an elective discipline.

The total workload of the course is 3,124 hours, in accordance with the recommendation of the National Curricular Guidelines for Journalism courses (Resolution 1/2013 MEC) of a minimum of 3,000 hours. A total of 1,816 class hours are dedicated to mandatory disciplines to be taken over eight semesters. Regarding the representation of Journalism Theory disciplines, the corresponding workload is 3.52% of the mandatory course disciplines. There is a total of 640

class hours, corresponding to 10 courses of 64 hours each, which can be chosen by the student in any semester. Of this total, at least 384 hours must be completed in elective courses of the program, and the remainder can be taken in courses offered by other UFC programs.

UNINTER also offers two Journalism Theory disciplines, divided into Classical Journalism Theories and Contemporary Journalism Theories, with 60 hours each, corresponding to 3.49% of the total course workload.

The only institution offering a single elective Journalism Theory discipline in the analyzed sample is the Journalism track course at the Federal University of Viçosa. The course is face-to-face, semester-based, and full-time. UFV approved Resolution 13/2016 by CEPE/UFV, which establishes guidelines for the university's undergraduate courses. According to the document, the proposed Curricular Matrix from 2018 onwards has a total of 30 mandatory disciplines offered by the Department of Social Communication and other departments at UFV. Together, these courses total 2,670 class hours. Most courses have 60 hours (four class hours per week). However, some courses focused on laboratory production and the deepening of specific journalistic content have 90 hours (six class hours per week) or even 120 hours (eight class hours per week).

The Journalism Theory discipline has 60 hours and is considered elective. On the other hand, it offers Communication Theories I and II as mandatory courses with 60 hours each, in the first and third years.

The Social Communication – Journalism track at the Federal University of Recôncavo da Bahia (UFRB) is full-time. The Journalism Theory discipline is offered in the second semester, with 85 hours, complementing the total workload of 3,476 hours.

The document from Univale indicates that the Journalism Theory discipline has 40 hours and is offered in the third period. The Journalism Theory discipline of the Social Communication: Multimeios Journalism course at UNEB is offered in the second semester, with 60 hours, within a total of 2,910 hours.

The Social Communication course at the State University of Southwest Bahia (UESB) operates in the morning, has a semester-based system, and admits students once per year. The document available on the institution's website is from 2009. The Journalism Theory discipline is offered in the second semester, has 60 hours, and is mandatory.

The Social Communication – Journalism track at the Federal University of Roraima (UFRR) meets the recommendations of the National Curricular Guidelines for Undergraduate Journalism Courses, according to Resolution No. 1 of September 27, 2013. The document from 2015 shows that the course is evening, semester-based, face-to-face, with a workload of 3,020 hours, comprising 40 courses (38 mandatory and 2 elective). The Journalism Theory discipline has 60 hours and is offered in the third period of the course.

The UNIFESSPA course offers 40 full-time face-to-face spots with 3,054 hours. The course meets the requirements of the National Curricular Guidelines (Resolution No. 01, September 27, 2013). The basic/minimum duration established by the National Curricular Guidelines for Journalism courses (Resolution No. 01, September 27, 2013) is 3,000 hours. This PPC proposed by ICSA – UNIFESSPA comprises 3,054 hours. The discipline is offered in the second semester of the degree and has 68 hours.

According to the document prepared in 2010, following the recommendations of the Curricular Guidelines for Bachelor's Degrees in Journalism (Resolution CNE/CES 1/2013, published on October 1, 2013), the Journalism course at the Federal University of Amapá

(UNIFAP) is completed in four years, with a semester-based system. The discipline is offered in the third semester with a workload of 60 hours and is considered mandatory.

The Journalism course at the Federal University of Maranhão (UFMA) operates face-to-face in the afternoon. The Journalism Theory discipline is mandatory in the second period, with 60 hours. The current curriculum has a total of 3,140 hours, including internships and complementary activities, offered on a semester basis, with 18 weeks of classes per semester. This is based on the guidelines of Resolution 1/2013, which regulates the National Curricular Guidelines for the Journalism course, as published in 2022.

The UFRN project follows the General Guidelines for Bachelor's Degrees; the National Curricular Guidelines for Journalism Courses; and the Undergraduate Course Regulations of UFRN. The Curricular Structure has a total of 33 mandatory disciplines, corresponding to 1,980 hours, of which 1,095 hours are theoretical and 885 are practical. The remaining hours are reserved for the final course project, totaling 3,000 hours over nine periods. The Journalism Theory discipline is offered in the third period, with 60 hours, corresponding to x% of the workload of mandatory disciplines.

The Federal University of Juiz de Fora (UFJF) operates full-time, with a total workload of 3,005 hours. Of this, 2,505 hours are allocated to mandatory disciplines, 300 hours to Complementary Activities, which may be completed through optional disciplines or activities of Curricular Flexibility, according to the Undergraduate Academic Regulations, and 200 hours to mandatory supervised internship. The Journalism Theory discipline is mandatory, has 45 hours, and is offered in the third period of the degree.

The Social Communication – Journalism track at the University of Brasília (UnB) is daytime. Disciplines are classified as mandatory, selective mandatory, elective, and free module.

According to the rules, mandatory disciplines cannot exceed 70% of the total workload. The document was published in 2015 and follows the new curricular guidelines for undergraduate Journalism courses at the bachelor's level.

The Journalism degree has a total of 228 credits, corresponding to 3,420 hours. Mandatory courses account for 150 credits (2,250 hours). Among the mandatory courses, the workload for theoretical courses is 1,155 hours (77 credits) and practical courses 1,305 hours (87 credits), including a 210-hour supervised internship. The Journalism Theory discipline (60 hours), corresponding to 2.67% of the workload of mandatory courses, is offered in the fourth period.

The Federal University of Piauí (UFPI) offers the Journalism course full-time with 40 places per semester and a total workload of 3,000 hours. The Journalism Theory course has 60 hours, is offered in the fourth period, and is also mandatory. The pedagogical project document was implemented in 2019, as is the Curricular Matrix analyzed here.

The Journalism degree at UFS published documents in 2017, in accordance with Resolution CNE/CES No. 1 of September 27, 2013, which establishes the National Curricular Guidelines. The course is morning, with a workload of 3,000 hours, of which 2,160 are mandatory curricular components and 360 are elective components. The Journalism Theory discipline is offered in the fifth period, with a workload of 60 hours, corresponding to 2.78% of the mandatory course hours.

The Bachelor's degree in Social Communication – Journalism at the Integrated Colleges of Fernandópolis (FIFE) has a total workload of 3,230 hours, divided as follows: 2,100 hours in face-to-face courses; 360 hours in semi-face-to-face courses; 270 hours in Experimental Project;

200 hours for Supervised Internship; and 300 hours for Complementary Activities. The Journalism Theory discipline is mandatory, has 60 hours, and is offered in the fourth period.

The Journalism Theory discipline at Canção Nova College (FBNCTSB) is offered in the fourth period, has 80 hours, and was the only institution that separated and described 60 hours as theoretical and 20 hours for practical activities. However, the syllabus of the discipline contains no reference to practice.

Observing the periods in which the disciplines are located in the Curricular Matrices, it can be seen that managers and professors have opted to offer these disciplines at the beginning of the training of new professionals. In 75% of cases, the disciplines are located in the second or third period, or semester of the course, between the 3rd and 6th semesters.

This distribution seems to indicate the understanding that the discussion of Journalism Theory should not yet be experienced by beginner students, and that a process of maturation is necessary to face this formative stage.

Beyond the placement of these disciplines in the Curricular Matrix, it is notable that it is not clear whether such content permeates the entire formation of future journalists through the analysis of the syllabi and Curricular Matrices of the courses. It is possible that different internal activities or initiatives promote this integration, or that other content is included in other disciplines not named Journalism Theory here.

Regarding the presence of Journalism Theory disciplines, the collected data show that most dedicate 2% to 3% of their total workload to teaching. It is important to reiterate that the objective is not uniformity in offering these contents across courses, nor standardization in their format and presence in curricula. However, the conditions evidenced in this research point to a

less visible teaching of Journalism Theory within the Curricular Matrices, with a relatively small workload.

The objective of this research is not to identify when Journalism Theory is studied throughout the undergraduate program, as it may appear in other disciplines not named in this study. The objective here is to understand the representation of the specific discipline of Journalism Theory and how it is represented in the analyzed documents.

4.4 ANALYSIS OF THE MAIN THEORISTS ON JOURNALISM THEORIES ACCORDING TO THE BIBLIOGRAPHIES

Still aiming to address the research problem, particularly in analyzing the main objective, which is to understand whether the disciplines reflect what is understood as Journalism Theory and whether it aligns with the concept of theory.

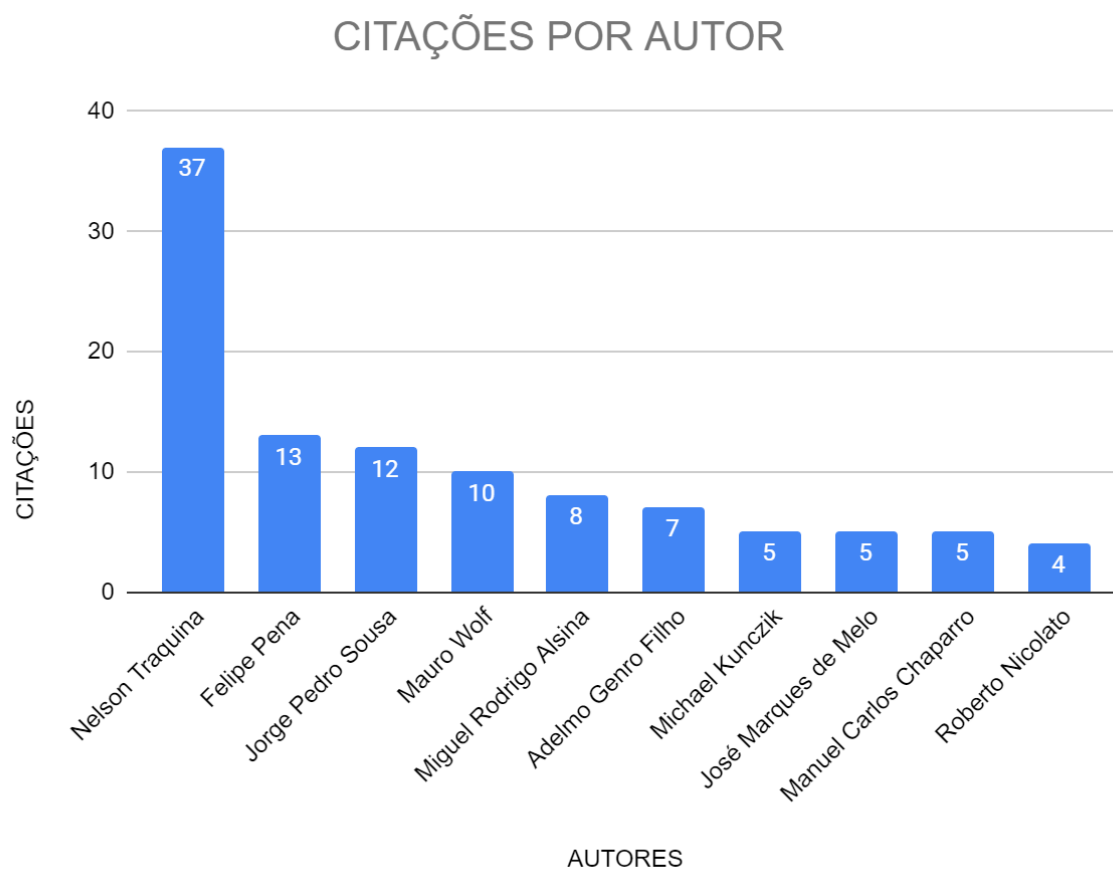
The first step was to define what is understood as theory. For this, a Content Analysis of the Bibliographies of the Journalism Theory disciplines was conducted, aiming to identify which authors appear in these courses. The selected works are references in the study of journalism theories; these are the theories that determine what the authors consider the main theories and that are presented to undergraduate students.

This survey allows, with some degree of certainty, the identification of whether the contents listed in the syllabi and bibliographies of the Journalism Theory disciplines of the selected courses align with what is understood as journalism theories by these authors.

This section aims to describe the analysis of the works, providing an overview of Journalism Theories. The criterion for selecting these works considered the most cited references in the bibliographies of the Journalism Theory disciplines of the 25 analyzed institutions.

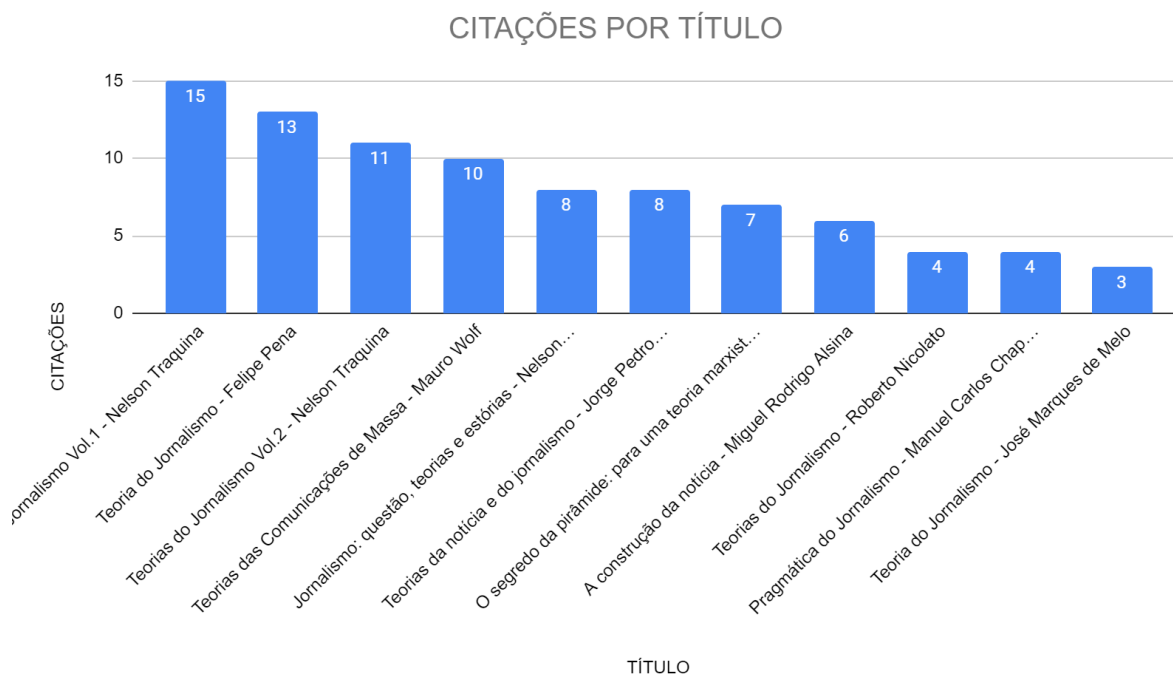
The survey was supported by an Excel spreadsheet with the following categories: Institution, Reference, Author, and Title, considering references from basic and supplementary bibliographies. From this spreadsheet, it was possible to analyze the works and the most cited authors of the Journalism Theory discipline in the 25 institutions, as can be seen in Graphs 6 and 7.

GRAPH 6 - Most cited authors



Source: The author (2023).

GRAPH 7 - Most cited works



Source: The author (2023).

From this analysis, it can be observed that the authors who appear most frequently in the bibliographies of undergraduate Journalism courses in the country, considering the sample of 23 institutions, are Nelson Traquina (2005), Felipe Pena (2005), Jorge Pedro Sousa (2002), and Mauro Wolf (1995). Other frequently cited authors include Miguel Rodrigo Alsina (2009), Adelmo Genro Filho (1987), José Marques de Melo (2006), and Roberto Nicolato (2019).

However, the selection criterion for the works analyzed was that they aimed to compile journalism theories. This initial observation is an important element for the main analysis, as it indicates which theories undergraduate students have access to during their studies.

Therefore, this initial analysis considered the following works: *Teorias do Jornalismo – Porque as notícias são como são* by Nelson Traquina; *Teorias da notícia e do jornalismo* by Jorge Pedro Sousa; *Teorias da Comunicação* by Mauro Wolf; and *Teorias do Jornalismo* by Roberto Nicolato.

For the analysis of the works, a second Excel spreadsheet was created with the following categories: title, author, book objective, temporal aspect, cited theories, year of theory, main agents of the theory, reviewers, and the title and reference of the authors cited in the table. A second table was also created to analyze the bibliographies cited by these works, with the categories: author, title, biography. Through a floating reading of the books and a careful reading of the introduction and main chapters, it was possible to gather information that allowed for the analysis presented in this chapter.

It was observed how the authors constructed the temporal organization of the cited theories, whether the organization was chronological or based on the main existing theoretical currents; the objective proposed by the author, in order to identify the main purpose of the book and the perspective from which the theories were analyzed; and the main agents of each theory considered by the authors, as well as the reviewers, which are reinterpretations of the theories, where the author did not use the primary agent as a source, but rather a rereading of the principal work.

Although it is acknowledged that other theories exist, such as those of Genro Filho (1987), the objective here was to analyze only the authors who organize journalism theories in a way that could be quantified and serve as a basis for the main analysis of this research.

These books – which comprise our analysis corpus – meet, with some reservations, the designation of “theorographers” proposed by Martino (2006; 2007), applied in works on communication theories. This neologism results from combining the terms “theory” and “graphy” and refers to authors and works that systematize theories related to a specific domain of study, without necessarily producing the theories themselves.

The selected works are references for the study of journalism theories. These theories determine what the authors consider the main theories and what is presented to undergraduate students. Therefore, this survey allows, with some degree of certainty, the identification of whether the contents listed in the syllabi and bibliographies of the Journalism Theory disciplines in the selected courses are in accordance with what is understood as journalism theories by these authors.

4.4.1 *Teorias do Jornalismo – Porque as notícias são como são* by Nelson Traquina

Comprising two volumes, the work is the result of a partnership between Editora Insular (Florianópolis/SC) and the Journalism Studies specialization course at UFSC. Nelson Traquina's work, *Teorias do Jornalismo – Porque as notícias são como são*, aims to provide a theoretical understanding of journalism in a chronological manner, through various theories developed over time to explain why news is as it is, in order to reflect the evolution offered by the different approaches to journalism.

The work is organized into seven chapters. The first attempts to define journalism, presenting this purpose as a question in the title. The second chapter explores the history of journalism from the 19th century, when the activity began its professionalization process. The third, fourth, and fifth chapters discuss journalism as a profession: institutional aspects of its professionalization, the perspective of the sociology of professions, and the constitution of a professional ethos and culture. The final chapter lists all the theories developed in the last century, beginning with the oldest, the mirror theory.

Portuguese researcher Nelson Traquina conducts a detailed study on research regarding 20th-century news media communication. In the chapter "Theories of the News: The Study of

Journalism in the 20th Century,” Traquina briefly addresses trends in journalism research from the 1950s to the 1990s, then focuses on a fundamental aspect: the discussion of news values, which are central to many studies and theory development in communication.

Traquina (2005) adopts a constructionist approach, viewing news as a social construction, that is, “the result of numerous interactions among various social agents who intend to mobilize news as a social resource in favor of their communication strategies” (TRAQUINA, 2005, p. 28). He highlights the concept of the “journalistic field,” based on sociologist Pierre Bourdieu, as a group of professionals claiming a monopoly on specialized knowledge, such as what constitutes news and how it is constructed (Traquina, 2005, p. 29).

When listing the so-called journalism theories, the author questions the use of the word “theory” itself: “The use of the term ‘theory’ is debatable, as it may also simply mean an interesting and plausible explanation, and not a fully elaborated and interconnected set of principles and propositions” (Traquina, 2005, p. 146).

Nelson Traquina is a retired professor at Universidade Nova de Lisboa, Portugal. His academic training took place in the United States, at the University of Denver, with a period in France, at the University of Paris I, where he completed his PhD, focusing on international news agencies. He is the founder of the Media and Journalism Research Center and was a speaker at the 2004 FNPJ edition in Brazil and the following year at the SBPJor Congress (Anunciação, 2019).

4.4.2 *Teorias da Comunicação* by Mauro Wolf

In the book *Teorias da Comunicação*, published by Presença with four editions (1987, 1992, 1994, 1995), Mauro Wolf analyzes the main theoretical models of mass media. He does

not strictly follow a chronological order (as theories may coexist) but organizes them according to social context, the type of theory assumed by mass media theory, and the communication process model each theory presents.

Mauro Wolf was an Italian sociologist who developed important work in the sociology of communication and media and is widely cited in the field. A student of fellow Italian Umberto Eco, Wolf was interested in mass media studies and their social effects, which resulted in some of his main works.

In *Teorias da Comunicação*, Wolf presents “an extremely complete critical analysis of the most important theories and analytical models developed over several years of research” (Wolf, 1995, p.12). In its different Portuguese versions, this work has been a basic bibliographical reference in various communication courses in Brazil (Cunha, 2016).

The work is divided into two parts. In the first part, Wolf discusses the main mass media theories developed in the 20th century, their approaches, schools, representatives, and concepts. Although the theories emerged successively, Wolf emphasizes that there are no clear boundaries between them; rather, they form a network in which perspectives intersect, complement, renew, clash, and align. The second part of the book addresses emerging research trends in mass communication studies at the time.

4.4.3 *Teoria do Jornalismo* by Felipe Pena

The book *Teoria do Jornalismo*, written by Felipe Pena, was published in 2005, with another edition in 2008 by Contexto, and translated in Spain as *Teoría del Periodismo* (Ed. Comunicación Social).

For the author, Journalism Theory is a deepening of a topic within Communication Theory and aims to contribute to the bibliography on this specific subject. The book's objective is to systematize the main points of Journalism Theory questions, which, according to the author, include why news is as it is and the effects that news generates.

Discussions in the book reference previous journalism theory works, even if Pena does not explicitly mention them. Nevertheless, he cites Nelson Traquina, a researcher already well-known in Brazil for *Teorias do Jornalismo* and *O estudo do jornalismo no século XX*. At the end of each topic under "To read more," Pena refers to texts that have theoretically examined journalism, including Adelmo Genro Filho, Ciro Marcondes Filho, Gaye Tuchman, José Marques de Melo, Nilson Lage, and Sylvia Moretzsohn. He also references Mauro Wolf and his work *Teorias da Comunicação* in some passages.

Through a historical, ethical, and epistemological approach, the author organizes the main theories and critiques according to his interpretations, addressing some newer approaches, such as the theory of biographical fractals.

Pena aims to theorize journalism based on the ideal of combining theory and practice, relying on critical production and continuous reflection, emphasizing the mandatory coexistence of these two dimensions. He positions himself as a critic of the theory/practice dichotomy that separates academics from newsroom practitioners.

In the last section of the book, the researcher notes that other topics should be included in Journalism Theory (p. 2018): news narration techniques, semiological aspects of journalistic discourse, study of journalists' professional functions, and editorial analysis. He asserts that to constitute a unified theory of journalism, it is necessary to incorporate relevant knowledge and

engage with analogous theories (p. 217) from an interdisciplinary perspective, including historical approaches, ethical debates, stylistic and gender discussions, and semiological aspects.

Felipe Pena is Brazilian, holds a PhD in literature from PUC, with a postdoctoral degree in image semiology, and is a Journalism and screenwriting professor at the Fluminense Federal University.

4.4.4 *Teorias da notícia e do jornalismo* by Jorge Pedro Sousa

Published in 2002, in a co-edition by Argos (Chapecó/SC) and Letras Contemporâneas (Florianópolis/SC), it is the first book published in Brazil that presents a systematization of studies (conducted in the United States) on news production, commonly referred to as newsmaking.

Teorias da notícia e do jornalismo was first published in Portugal in 2000 under the title *As notícias e seus efeitos: as “teorias” do jornalismo e dos efeitos sociais dos media jornalísticos*. In Sousa’s work, he proposes an “interpretation of various currents and trends in communication theory, explaining to journalists and all media professionals the function of news and journalism” and maps the main theories from the author’s perspective through schools of thought (Sousa, 2002, p.117).

The book is divided into two parts: in the first, six factors influencing news production are presented, encompassing what the literature calls newsmaking; in the second, theories regarding the effects of media are addressed, based on the U.S. tradition.

Sousa (2002) states in the introduction of the book that it has “predominantly pedagogical intentions” (2002, p.9). The term “pedagogy” is used beyond the scope of university communication/journalism teaching, constituting “a kind of social pedagogy,” as the author intends the book to reach “all those interested in journalistic media” (Sousa, 2002, p.9). His

concern is with the critique of journalism. Thus, the book would contribute “to prevent easy criticism in the field of journalistic media and, in turn, to allow well-founded and pertinent criticism of journalism” (Sousa, 2002, p.9).

Attentive to the effects of “journalistic social communication,” the author addresses the “theories” from the first Behaviorist and functionalist hypotheses to recent “theories,” such as the Spiral of Silence, passing through currents like the Frankfurt School (Sousa, 2002, p.117).

Sousa (2002) considers “theories” as explanatory hypotheses, not in the strict sense of the term. The author clarifies that many of the theories on media effects he discusses do not strictly apply to journalism, as they were not originally associated with journalism but with social communication.

The author uses quotation marks at times to write the term theory, as well as in the expressions “news theory” and “journalism theory,” with the following justification:

“When I speak of ‘theories,’ I do not intend for the explanatory hypotheses referenced here to be confused with scientific theories in the strict sense, since any scientific theory presupposes validity and scope that the hypotheses explored in this book do not seem to reach. However, designating these hypotheses as ‘theories’ of social communication has entered the scientific jargon itself, thus justifying the use of the term” (J. P. Sousa, 2002, p.117).

According to Anunciação (2019), this stance is recurrent in communication research. Mauro Wolf (1999) uses the term “hypothesis” instead of “theory” when discussing agenda-setting. Hohlfeldt (2012, p.189) argues that a theory “is a closed paradigm, a completed model, in this sense resistant to additions or combinations, through which we translate a certain reality according to a specific model.” A hypothesis, on the other hand, is “an open system, always

incomplete, contrary to the concept of error characteristic of a theory” (Hohlfeldt, 2012, p.189), always constituting an experiment, something to be tested.

According to Sousa, the central works for the elaboration of the book were *Mass Communication Theory* by Denis McQuail (1987) and *La Información periodística y su influencia social* by María Dolores Montero (1993).

Jorge Pedro Sousa is Portuguese, holds a PhD in Information Sciences from the University of Santiago de Compostela (USC), and is an associate professor at Universidade Fernando Pessoa (Porto, Portugal) and ICNova – Instituto de Ciências da Comunicação at Universidade Nova de Lisboa, Portugal. He is interested in journalism theory and history, journalistic products, and journalistic production.

4.4.5 *Teorias do Jornalismo* by Roberto Nicolato

The book *Teorias do Jornalismo*, organized by Roberto Nicolato in 2019, presents in nine chapters the theories considered “classical” in the field and how they relate to professional practice. According to the author, the book aims “to understand how the classical theories of journalism can be applied to contemporary journalistic practice” (Nicolato, 2019, p.7).

The work was published by InterSaberes, with its first edition in 2019, and includes texts by various authors such as Matias Peruyeira, Daniel Neves, Alexsandro Ribeiro, Guilherme Carvalho, Mario Messagi Jr., Marcelo Fernando de Lima, José Carlos Fernandes, Mônica Fort, Paula Melani Rocha, Gisele Barão, and Camila Gino Costa.

Nicolato is a professor in the Journalism program at Centro Universitário Internacional Uninter. He works in journalism and literature, communication and journalism theories, journalistic writing, specialized journalism, graphic planning, and Brazilian and Paraná literature.

The book chronologically presents the history of journalism as a profession, addressing the theories considered “classical” and relating them to technological advances and professional routines. According to the author, these “classical” theories have been expanded through studies of digital media. Table 1 shows the classical theories cited in the book and the main agents considered by the authors.

An example of how the book brings classical theories together with a contemporary discussion is the comparison, made by Alessandro Ribeiro, of the Gatekeeper Theory with the notion of “new gatekeepers” (Canavilhas, 2010), who interact and select news through social networks (Nicolato, 2019).

4.4.6 Main Theories and References for the Classics

This section aims to present the data from the analyses through the information gathered as described in section 4.1, from the corpus selection. Two spreadsheets supported this survey: the first contained information about the works and essential questions for understanding each theory described by the authors; the second supported the collection of bibliographies cited by the analyzed works.

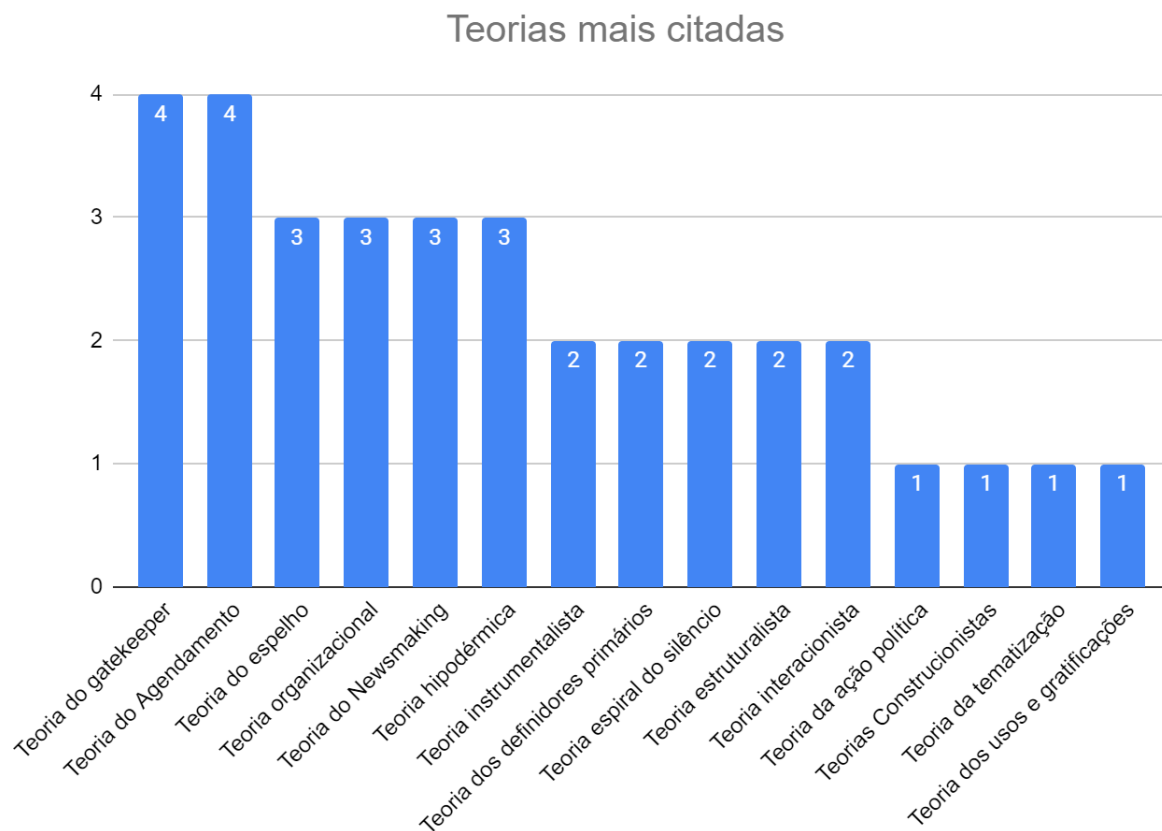
The first analysis compares which theories were most frequently cited among the four previously selected authors. In Table 8, it can be seen that the most frequently cited theories were the Mirror Theory, Gatekeeper Theory, and Agenda-Setting Theory.

According to the chart, the Hypodermic Needle and Magic Bullet theories, cited by Mauro Wolf (1995) and Jorge Pedro Sousa (2002), were not considered journalism theories in this research, but rather communication theories, according to the authors’ definitions.

For Sousa (2002), many of the theories cited in his book concern media effects and do not strictly apply to journalism, as they were not originally associated with the journalistic field but with social communication.

In Wolf's work (1995), which presents an overview and evolution of mass communication research, as indicated in the book's title *Teorias das Comunicações de Massa*, the focus is clearly on communication rather than journalism per se.

GRAPH 8 - Most cited theories among the books of the analysis



Source: The author (2023).

A possible explanation for the fact that these theories appear more frequently in the works is the authors' consideration of them as classical and central for the study of Journalism Theory.

From the analysis of the bibliographies of the selected works, it is possible to observe that the most cited books were by Gaye Tuchman (1973), Warren Breed (1955), Leon Sigal (1973), and Mauro Wolf (1987). Gaye Tuchman holds a master's and a PhD in Sociology from Brandeis University and is currently a professor in the Department of Sociology at the University of Connecticut, United States. Her areas of interest are the Sociology of Culture, gender, and higher education (UNIVERSITY OF CONNECTICUT, 2012).

Her main work in the field of Communication is the book *Making News: A Study in the Construction of Reality* (Tuchman, 1978). This work resulted from her doctoral thesis (Tuchman, 1969) and has not yet been translated into Portuguese. The Spanish version was published under the title *La producción de la noticia: estudio sobre la construcción de la realidad* (Tuchman, 1983).

According to Pena (2008, p.129), "Sociologist Gaye Tuchman is one of the most respected researchers in newsmaking." This theoretical current "aims to describe how organizational requirements and the organization of work and production processes influence news construction" (Pereira Junior, 2002, p.8). Wolf (1994) points out that the connections and relationships between the professional culture of journalists and the organization of work and production processes constitute the central point of this type of research.

According to Pimentel and Temer (2012), newsmaking is a hypothesis, not a theory. Lakatos and Marconi explain that a theory is "a set of fundamental principles that constitute a scientific instrument appropriate for the investigation and, mainly, the explanation of facts"

(Lakatos; Marconi, 1991, p.89), while a hypothesis is “a general statement of relationships between variables (facts, phenomena).”

Within the broad field of newsmaking, Leon Sigal (1973, apud Ribeiro 2010) defended the idea that news content depends on what sources provide and the type of sources consulted (official or unofficial), despite the mediation of news media and journalists. For this author, news results not so much from what journalists actually think, but from the information transmitted by the sources—although this information flow undergoes mediation by news organizations and their routines and journalistic conventions. In this sense, news depends on the sources that supply it, which in turn depends on how journalists seek and/or receive information (Ribeiro, 2010).

Warren Breed was an American sociologist who specialized in studying work relations and control in newsrooms. In his article *Social Control in the Newsroom: A Functional Analysis*, Breed developed the premises of what is called the “Organizational Theory.” In the cited text, he applies company policy rules to journalism. According to him, the news director, editor-in-chief, or publisher is responsible for determining the guidelines for what journalists—called staffers—should do (Figuereto, 2016).

Breed argues that journalists do not usually accept editorial policies immediately; internalization occurs subtly through daily newsroom routines.

Mauro Wolf, on the other hand, developed important work in the field of communication and media sociology, and his books are considered classical texts in theoretical research on mass communication. In his book *Teorias da Comunicação*, which according to the Folha University Ranking (RUF) appears in the collections of 18 of the 20 best universities in Brazil, Wolf’s work is widely referenced.

2.6 The Syllabi of Journalism Theory for Social Communication/Journalism Programs

When analyzing the syllabi content, several aspects relevant to our research objectives emerged. The collected data were grouped according to their specificities. The analyses of the courses were conducted individually, and subsequently, categories were created based on recurring elements observed in the syllabi.

The selected syllabi were organized in a spreadsheet containing information such as the identification of institutions, the full text of the syllabi, and the categories created for analysis. The units of record that emerged are:

- a) **Journalism Theories:** created to identify the journalism theories studied;
- b) **Communication Theories/Other:** to identify if theories from other knowledge fields are studied;
- c) **Concepts:** to identify the main concepts described in the syllabi;
- d) **Historical Contextualization:** to identify whether any historical approach is included.

Of the 25 institutions analyzed, two offer two separate courses studying Journalism Theory: Uninter, with *Classical Journalism Theories* and *Contemporary Journalism Theories*, and UFC, with *Journalism Theory I* and *Journalism Theory II*. Therefore, in some instances, institutions appear twice or are counted twice in this analysis.

Of the 25 institutions, 12 do not explicitly cite which theories are studied in the Journalism Theory course but provide a generic reference to the content. For example, the syllabus at the Federal University of Roraima states it “discusses journalism and news theories. Different approaches for formulating a journalism and news theory,” while the Federal University of Piauí mentions only “the main theoretical currents of Journalism.” Other

institutions that make general references without specifying theories include Univale, UFV, UNIBRA, UFMS, *Journalism Theory II* at UFC, UFRB, UFRJ, UFMA, UFRR, UFPI, UEPG, and UFS. Therefore, 48% of the 25 institutions analyzed do not cite or make only general references to the theories addressed.

Two institutions do not mention anything related to different theories. The University of Brasília (UNB) cites “Epistemological foundations for a journalism theory,” and the State University of Southwest Bahia (UESB) refers to the study of journalism as a form of knowledge.

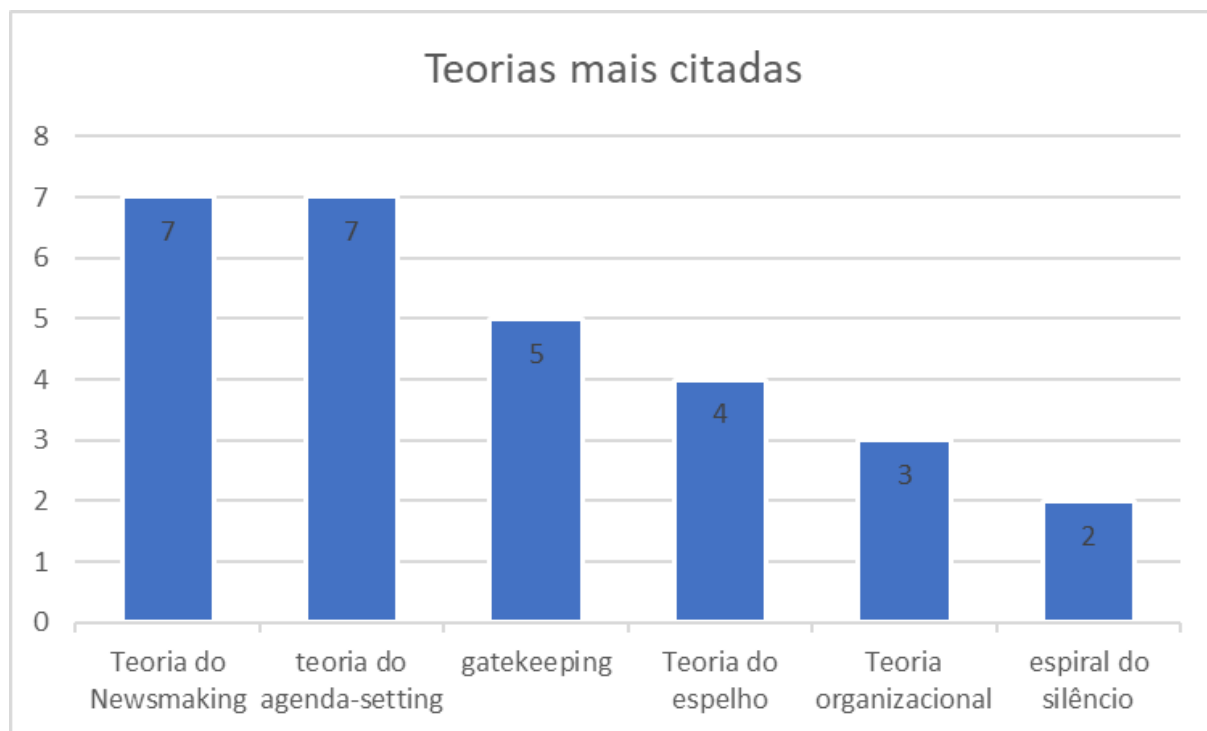
Although they do not specifically cite which theories will be addressed, UNB references an author among the most cited according to this research, Nelson Traquina, in *Teorias do jornalismo: a tribo jornalística – uma comunidade interpretativa transnacional Vol. 2*, which aims to “consolidate” concepts to help understand news. These concepts involve knowledge of journalistic culture, as suggested by the sociology of journalism. In *Teorias, questões e ‘estórias’*, the names included in this compilation include Nelson Traquina, Michael Schudson, Gaye Tuchman, Robert Hackett, Warren Breed, David Manning White, Adriano Duarte Rodrigues, and Stuart Hall.

UESB lists two works by Traquina in the complementary bibliography: *Teorias do jornalismo: porque as notícias são como são. Vol. 1* and *Teorias do jornalismo: a tribo jornalística, uma comunidade interpretativa transnacional Vol. 2*. In the basic bibliography, the syllabus includes a communication manual by Jorge Pedro Sousa, *Elementos de teoria e pesquisa da comunicação e dos media* (2006), which according to the prologue aims to provide undergraduate students in Communication Studies with “a basic and comprehensive introduction to some of the most relevant topics in communication theories” (SOUSA, 2006, p.16). Other

works in the course bibliography focus on news, contemporary journalism, and public journalism.

Thirteen of the analyzed institutions explicitly cite theories studied in the Journalism Theory course, including UNINOVE, UNIFESSPA, *Journalism Theory I* at UFC, UFJF, FURB, UNEB, FBNCTSB, FIFE, UFS, UNIFAP, both UNINTER courses, UFRN, and UFMT. In the *Journalism Theories* unit of record, the number of theories and their frequency of citation in the syllabi were tallied.

GRAPH 9 - Most cited theories in the syllabi



Source: The author (2023).

The most cited theories in the syllabi are the **Newsmaking Theory** and the **Agenda-Setting Theory**. In the analysis, authors such as Pena (2008), Sousa (1999), and Traquina (1999a, 2001, 2005) classify newsmaking as a journalism theory rather than a communication

theory, as Wolf (1994) does. Traquina (2001) even categorizes Tuchman's ideas as ethnoconstructionist theory.

Newsmaking, with well-known proponents such as Nelson Traquina (2005), Mauro Wolf (2009), and especially Gaye Tuchman (1983), appears frequently in the bibliographies of the courses, with Traquina and Wolf among the most cited authors. However, a significant number of works by Gaye Tuchman are not observed.

In the syllabus texts, no institution treats newsmaking as a "hypothesis"; the term is either associated with theory or cited alone in reference to the respective theories. Nevertheless, this theory does not appear as one of the most cited among the authors analyzed previously.

Portuguese researcher Jorge Pedro Sousa (2000) suggests that this theory can be considered a general theory of news, applicable to any journalistic medium, while acknowledging that each outlet follows a different routine (LAGE, 2006; PENA, 2008). This may explain why the theory is one of the most cited in Journalism Theory courses across undergraduate programs in Brazil.

The **Agenda-Setting Theory** is referred to variably as a theory, hypothesis, research line, methodology, concept, or umbrella concept. Traquina (2000) translates "agenda-setting" as *agendamento*. Other research traditions append different terms to the word "agenda," such as "agenda-building" (Nisbet, 2008) to describe a phenomenon distinct from agenda-setting. In this analysis, agenda-setting appeared linked to terms such as "hypothesis," "Agenda Theory," and "agenda-setting proposal."

A study by Kênia Beatriz Ferreira Maia and Luciane Fassarella Agnez (2010), analyzing the evolution of agenda-setting research in Brazil, found that the theory gained prominence in the 1990s, particularly with works published in Portugal or by Portuguese authors in Brazil, such as

Mauro Wolf's *Teorias da Comunicação* and Nelson Traquina's *Poder do Jornalismo* and *O estudo do jornalismo no século XX*.

According to the authors, the hypothesis (sometimes treated as a theory, other times as a concept) increasingly complements studies related to journalistic routines and news production, including newsmaking and its newsworthiness criteria, as well as considering the role of gatekeepers and even the spiral of silence as a reflection of the press's power to set or suppress certain topics in society (Maia; Agnez, 2010).

Another finding is that less than half (44%) of the studies on agenda-setting directly refer to its founders, McCombs and Shaw. In the Brazilian articles selected for this survey, approximately 60% refer to texts authored or translated by Nelson Traquina, and 47% cite Mauro Wolf in his book *Teorias da Comunicação*.

Analyzing the syllabi bibliographies, McCombs' *The Agenda-Setting Theory: Media and Public Opinion* is cited most frequently in the complementary bibliographies, appearing six times overall, making it one of the most cited works. In addition to Wolf's *Teorias da Comunicação*, Traquina's *O estudo do jornalismo no século XX* appears only twice in complementary bibliographies, as noted by Maia and Agnez (2010).

From this analysis, it is possible to observe that the most cited theory among the courses aligns with what is found in the bibliographies. In the case of agenda-setting, both an original work and a review work, such as Wolf's, are referenced.

At Uninter, the courses are divided into classical and contemporary journalism theories. The *Classical Journalism Theories* course addresses the emergence of the first schools of journalism worldwide, the theory of Tobias Peucer, Otto Groth's contributions, and the first journalism theories. The theories considered "classical" include the Mirror Theory, Instrumental

Action Theory, Primary Definers and Spiral of Silence, Organizational Theory, Agenda Theory, and Gatekeeping Theory—represented in the complementary bibliography by Pamela Shoemaker's *Gatekeeping: Selection and Construction of the News*.

The *Contemporary Journalism Theories* course addresses the Newsmaking Theory, also citing contributions by Gaye Tuchman and Adelmo Genro Filho, as well as concepts such as praxis, events, and journalism in relation to cultural studies.

The bibliographies of both courses are similar. The basic bibliography includes works by Roberto Nicolato and Felipe Pena analyzed previously. The complementary bibliography includes authors such as Eduardo Meditsch and José Marques de Melo. The bibliographies align with the syllabi content, including two works by Adelmo Genro Filho cited in the syllabus, Meditsch's *O jornalismo é uma forma de conhecimento?*, and the journalism theories present in the works of Pena and Nicolato. Uninter is the only institution citing Tuchman's contribution, although her works do not appear in the course bibliographies. The only other institution referencing her is UFMA.

The Federal University of Ceará (UFC) also offers two Journalism Theory courses in its curriculum: *Journalism Theory I* and *Journalism Theory II*. *Journalism Theory I* covers the “origin” of journalism, the journalistic field, and theories such as Agenda-Setting, Organizational Theory, Spiral of Silence, Constructionist Theories, and Structuralist Theory.

Journalism Theory II deepens understanding of the nature and knowledge of journalism, journalism as a knowledge field, major theoretical approaches in journalism studies, and the constructionist and instrumentalist perspectives.

From the analysis of the syllabi bibliographies, it is evident that the bibliographies align with the syllabus content. In the basic bibliography for *Journalism Theory I*, works by Felipe

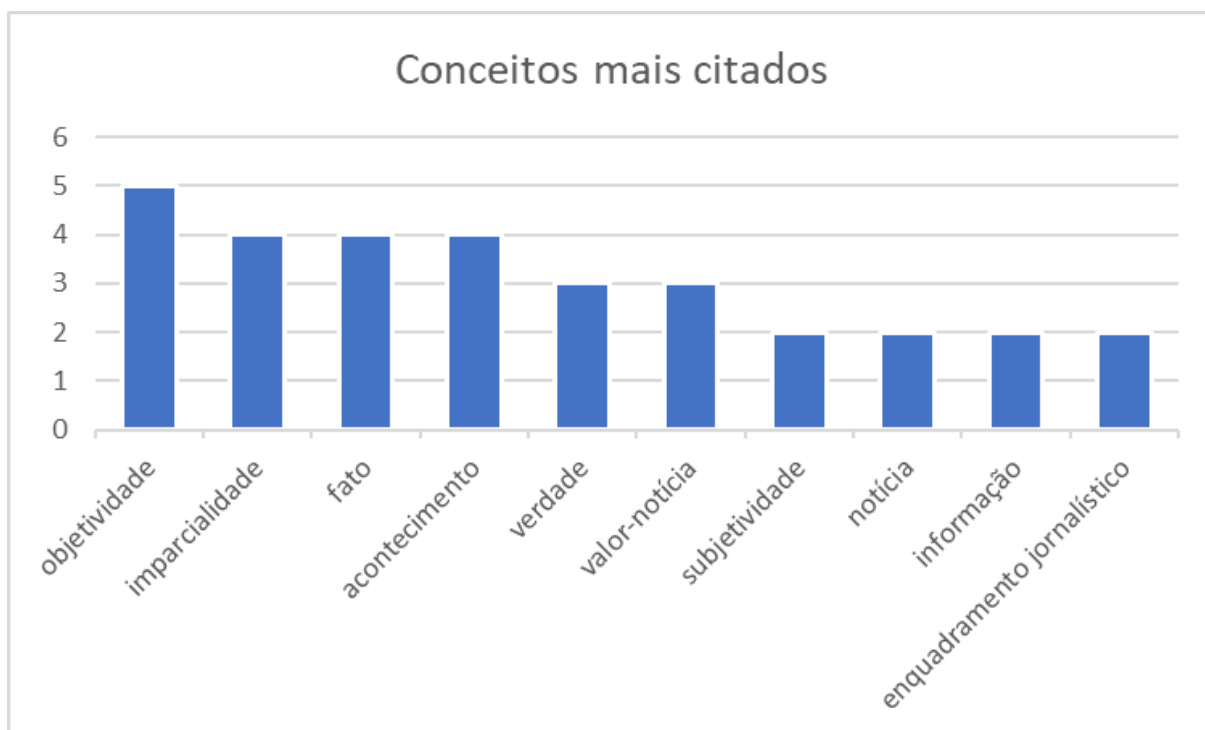
Pena, Nelson Traquina, and Mauro Wolf—among the most cited in this study—are included, along with Bourdieu (1987), representing field theory discussions.

Journalism Theory II presents an extensive complementary bibliography of 23 works, including foundational texts by Pamela Shoemaker (2009), Maxwell McCombs (2009), and Antonio Hohlfeldt (2008).

Other categories analyzed include the use of concepts and the presence of historical contextualization. Of the 25 institutions, 17 make some mention of concepts studied or provide historical contextualization clues.

As a historical contextualization, it can be observed that the courses aim to provide a historical mapping of the field of journalism or Journalism Theories, in order to contextualize the discipline.

GRAPH 10 - Most cited concepts



Source: The author.

The concept that appears most frequently is **objectivity**, cited in five syllabi from UNIVALE, UNINOVE, UFRJ, UFS, and UFPI. Objectivity is understood as one of the foundations of journalism, encompassing values and procedures oriented toward truth (Demeneck, 2012).

Heir to philosophy and science, the concept spread to the point of becoming a reference within the international professional community, even though it is one of the most complex and criticized concepts. According to Demeneck (2012, p. 26), “objectivity in journalism relates to the pursuit of truth, whether as an ethical value of the profession or as an epistemological impulse.”

Luiz Amaral (1996) argued that objectivity has been exhausted as a concept or, at least, weakened, noting a growing tendency toward public interest. However, according to Demeneck (2012), reading the classics of the field of journalism demonstrates how the discussion of truth (and, by extension, objectivity) has persisted from the early days of journalism to the present. This is corroborated by the present analysis, which is based on the reading or re-reading of classical journalism works.

There are positions in favor of an approximately truthful account, based on historical, cultural, and organizational criteria (journalistic objectivity), which guide entries into the theory of knowledge (objectivity of journalism), from Tobias Peucer, who already addressed the relationship between objectivity and journalism (Demeneck, 2012).

For the effectiveness of the analysis, expressions were standardized under the term **objectivity**. However, in the syllabi, the word appears associated with expressions such as “journalistic objectivity,” “objectivity in journalism,” “objectivity as a strategic ritual,” “the paradigm of objectivity,” and “concepts that delimit journalism.”

Demeneck (2012) cites the main works addressing the theme of objectivity, including the seminal studies by sociologist Michael Schudson and anthropologist Gaye Tuchman, both published in 1978. According to Demeneck, these works serve as references for most subsequent research on objectivity. These authors are known in Portuguese primarily through translated articles, such as those by Nelson Traquina (1999) in *Jornalismo: questões, teorias e 'estórias'*.

Analyzing the bibliographies most cited by the courses, Nelson Traquina's *Jornalismo: questões, teorias e 'estórias'* appears as one of the most cited works, being referenced eight times. Other works cited but not highlighted in this analysis include Walter Lippmann's *Public Opinion* and Luiz Amaral's *Objetividade Jornalística*. Thus, it can be concluded that the most cited concept in the syllabi is indeed reflected in the course bibliographies.

Another tool used to visualize the most prominent elements in the syllabi of Journalism Theory courses across 25 institutions in Brazil was the software Iramuteq (Camargo; Justo, 2013), which was used to perform a qualitative-quantitative analysis of the data. After processing, the results were analyzed through a word cloud.

The word cloud groups the words and organizes them graphically according to their frequency. It is important to note that Iramuteq only registers words mentioned at least five times in the textual corpus examined (Camargo; Justo, 2013). To generate the word cloud, all syllabi texts were fully coded. Image 1 below presents the word cloud generated from the selected syllabi:

Image 1 - Analysis of the menus



Source: Iramutec Program.

The most recurrent words in the syllabi appear larger and centered in the word cloud. Words with lower frequency appear on the periphery of the cloud and in smaller size. It can be observed that the word highlighted is “journalism”, while other prominent words include “journalism theory,” “knowledge,” “theoretical,” and “objectivity.”

The word knowledge is associated with journalism as a form of knowledge, journalism as a field of knowledge, the nature of journalistic knowledge, and knowledge production in journalism. Theoretical is linked to theoretical approaches and theoretical thinking in the syllabi. The word objectivity is also noticeable, being the concept that appeared most frequently in the syllabi.

4.7 The Bibliographies of Journalism Theories for Social Communication/Journalism Courses

Some caveats must be made regarding the process of selecting bibliographies for the courses. It is known that the selection of reference books for the courses is complex and varies by institution; however, the result is nevertheless a conjunction of internal disputes within institutions, along with factors related to the educational and publishing markets. This list of books that make up the core and supplementary bibliographies of the courses is of interest to this research due to their official status, which reflects a possible consensus amidst various determinants.

It is therefore necessary to point out that the official status granted to bibliographies by the institutions does not imply acceptance within the scientific field of Journalism of the proposals, ideas, or viewpoints contained in the books. There is awareness that internal divergences often mean the proposed texts are not those actually used in day-to-day teaching. However, this research is interested in understanding which forms of journalism and which of their qualities are present in a bibliography labeled as “official,” which at a minimum serves as a reference for the institutions. Officiality, besides providing a sense of consensus to the books and

articles indicated, also points to meanings, concepts, and ideas that have become “referents” for journalism education and, therefore, cannot be disregarded, even if only to challenge them.

Another aspect to detail in selecting the institutions’ core bibliographies is the Ministry of Education’s requirement that each course must have at least three books as core bibliography. Additionally, selecting a book implies providing one physical copy for every ten students, which introduces a significant economic and bureaucratic factor in decision-making. For supplementary bibliographies, at least five titles are selected per course, with two copies of each title or virtual access.

According to De Pinho Carvalho (2021), a variety of factors contribute to the composition of the official core bibliography of the courses. For example, a book that is out of print tends not to be chosen, as the Ministry of Education also requires recent editions; a commercial success may have more presence due to ease of purchase; older schools without regular MEC inspections tend not to update bibliographies; budgetary constraints may also inhibit book changes (De Pinho Carvalho, 2021).

Additionally, in private schools, there is a tendency to select books from virtual library catalogs, allowing unlimited student access at lower institutional costs. Thus, other filters are imposed on the selection process, including the publishing market, costs, and regulatory oversight, which reinforce in the core bibliographies mechanisms for erasing discordant texts or those poorly aligned with the consensus of the official academic network (De Pinho Carvalho, 2021).

Finally, the processes defining which books are included in bibliographies represent another filter for consensus and officiality. These processes vary: some schools consult tenured faculty members; others consult the professor teaching the course that semester; in other cases,

decisions are made collectively; in private schools, choices may be made by a small group of professors indicated to the Course Steering Committee (NDE); by the coordinators of the journalism program of the same educational group; or by external groups hired to design teaching plans and pedagogical methods (De Pinho Carvalho, 2021).

For this research, the internal mechanisms of bibliography selection are irrelevant. What matters is the result, as it identifies what is “official” and this status outweighs the various filters and processes that determine the inclusion of a text in the official course documents.

Based on these caveats, some observations can be made from the analysis of differences between the core and supplementary bibliographies. It was observed that professors tend to select works providing a panoramic view and historical account of Journalism Theories, as do the classical authors highlighted in these bibliographies. The most cited author is Nelson Traquina (20 times), followed by Felipe Pena (11) and Jorge Pedro Sousa (7), with their works *Teorias do Jornalismo Vol.1 and 2*, *Teoria do Jornalismo*, and *Teorias da notícia e do jornalismo*, respectively.

In the supplementary bibliography, other works appear, such as *A era glacial do jornalismo* by Crista Berger and Beatriz Marocco, *Pragmática do Jornalismo* by Manuel Carlos Chaparro, *A teoria da agenda: a mídia e a opinião pública* by Maxwell McCombs, and *O segredo da pirâmide: para uma teoria marxista do jornalismo* by Adelmo Genro Filho. These supplementary works represent additional reading, such as McCombs’ book, which corresponds to the most cited theory in the syllabi. Although other works by Nelson Traquina and Felipe Pena also address this theory in the core bibliography, here McCombs’ book appears as an original source of the theory.

The table above presents the most cited authors among the core and supplementary bibliographical references, along with their respective countries of origin. From this data, it is possible to determine that 53% of the most cited authors are Brazilian. However, there is a noticeable influence of foreign authors, mainly from Europe.

Daros (2021), in a study analyzing the bibliographical references of Journalism Theories in graduate programs, criticizes the overvaluation of authors from U.S. and European schools. According to the author, the use of works anchored in Anglo-Saxon sources has positive aspects for education, as it allows students to understand the origins of reflection on the press and how the academic field developed in Western countries. On the other hand, this strategy also has negative effects, such as the continuous dominance of mainstream currents over others and the maintenance of ignorance regarding theoretical traditions outside the central orbit (Daros, 2021).

As a negative consequence, works written or edited in other regions are frequently based on literature similar to books produced within this central orbit. There is little guarantee that literature with a decentralized epistemology is being discussed among professors and students. The predominance of Traquina's work in Brazil may indicate this trend, despite his many merits as a scholar of journalism.

It is important to note that the decolonization of communication and journalism studies is also a complex process for academics outside North America and Western Europe—although the challenges are not the same. Epistemologically, this complexity is partly explained by the fact that the field has its origins in German theoretical traditions and North American sociological research (Hardt, 1979, apud Daros, 2021). Consequently, it becomes impossible to understand the evolution of these studies without considering the heritage of Western thought (Walsbord; Mellado, 2014, p. 362, apud Daros, 2021).

The most cited author among the references is Nelson Traquina, who left a legacy of studies on journalism theories and is a cornerstone for bibliographical references on Journalism Theory in undergraduate courses in Brazil. This is documented in the course syllabi of the Journalism Theory disciplines in the universities analyzed.

Part of Traquina's predominance in the bibliographies can be justified by the linguistic factor, as he is a Portuguese-language author. It is also worth noting the relationship between references taught by professors and those later used by students in their research. This dominance in citations has also been confirmed in bibliometric studies of articles presented at Brazilian communication and journalism conferences, showing the increasing presence of Traquina's contributions—as an interlocutor of the sociology of news in its North American lineage—within the national field. His books were cited in 23.8% of the articles in journalism sessions (Meditch; Guerreiro, 2020), considering national meetings of the Brazilian Society for Interdisciplinary Communication Studies (Intercom), the Brazilian Association of Journalism Researchers (SBPJor), and the National Association of Postgraduate Communication Programs (Compós). Furthermore, most dissertations and theses on journalism in Brazil from 2000 onwards included Traquina's interpretations or translations in their theoretical framework (Barbosa, 2012).

Traquina is a compiler of theories about journalism, primarily developed by U.S. authors, though he develops other analytical categories within Newsmaking Theory, especially regarding news values. His focus is on reference journalism influenced by production routines.

Traquina (2005) and Pena (2005), in their books, provide a review of the main “theories” analyzing journalism. Both authors offer brief historical overviews of journalism, highlighting some “theoretical milestones,” such as professional deontology emerging at the end of the 19th

century (referencing U.S. journalism), Newsmaking Theory, Gatekeeping, and New Journalism. The main difference lies in the concept of theory: Pena seeks to establish a kind of collage of what he considers the main theoretical topics in journalism. His book, in the singular, *Teoria do Jornalismo*, does not fully develop a specific theoretical paradigm but presents a synthesizing construction anchored in his unique practical and teaching experience, resulting in a “synthesis theory” of journalism.

Nelson Traquina (2005), on the other hand, proposes a historical and theoretical review to support the thesis of journalism as a “transnational interpretive community.” His study of journalism theories (and their history) demonstrates that journalism worldwide shares values, techniques, and a universal deontology, overcoming historical and cultural differences. This approach is exemplified in his analysis of AIDS coverage in three different countries, demonstrating similarities among the “transnational tribe.”

Mauro Wolf is one of the most influential researchers in mass communication. A disciple of the Italian Umberto Eco, Wolf focused on mass media studies and their social effects. In *Teorias da Comunicação*, the only work cited in the course bibliographies, Wolf presents a critical analysis of the most important theories and analytical models developed over many years of research.

Wolf systematizes communication theories, much like Traquina and Felipe Pena (2005), who review the main “theories” analyzing journalism in their books. It is important to note the presence of authors predominantly from the communication field, such as Wolf, whose work—although primarily used in Communication Theory courses—remains relevant in Journalism Theory disciplines.

5. RESULTS

Overall, this investigation highlights a tendency to value specific studies on journalism through the offering of Journalism Theory courses in Brazilian undergraduate programs, rather than presenting them alongside general Communication studies. Despite the small proportion of total course hours represented by the discipline, the analysis revealed that Journalism Theory courses account for 2–3% of the total workload.

The most cited theories in the syllabi of the 25 institutions analyzed were Newsmaking Theory and Agenda-Setting Theory. A possible explanation for this is that Newsmaking Theory can be considered, according to Sousa (2000), a general theory of news, applicable across all journalism-producing media. Agenda-Setting Theory (not classified as a theory by all institutions) gained relevance in Brazil after the 1990s, as noted by Maia and Agnez (2010).

The bibliographical references linked to these theories include Nelson Traquina (2005, 2001), Mauro Wolf (2009), Gaye Tuchman (1983), and McCombs & Shaw. Analysis of course bibliographies shows that Traquina and Wolf are among the most cited authors.

From this analysis, it can be concluded that the theories most cited in the syllabi correspond to what is reflected in the bibliographies, primarily through works that compile the main theories, rather than original works. There is no significant presence of Gaye Tuchman's works, though McCombs and Shaw are more frequently cited in supplementary references.

Furthermore, the study identifies Nelson Traquina, with *Teorias do Jornalismo Vol.1*, as a major reference in course bibliographies. Traquina provides Brazilian students with a mapping of different theoretical perspectives on industrial journalism, in a didactic way suitable for undergraduate studies. Alongside Traquina, other relevant authors include Felipe Pena, Jorge

Pedro Sousa, and Mauro Wolf, with their works *Teoria do Jornalismo*, *Teorias da notícia e do jornalismo*, and *Teorias da Comunicação*, respectively.

Part of Traquina's dominance, and that of other frequently cited authors, can be attributed to linguistic accessibility, as they are Portuguese-language authors. Their works also provide comprehensive overviews of journalism theories, making them convenient choices for course bibliographies, given constraints such as availability, language, and reference quantity, which make using original works for each studied theory more difficult.

Despite 53% of the most cited authors being Brazilian, European and U.S. studies remain strongly represented in courses, reflecting a predominantly Western worldview that influenced journalism as both a practice and field of knowledge in Brazil. While the country aligns closely with foreign journalism models, and thus European and U.S. theoretical descriptions and critiques are relevant, Brazil must also seek its own specific perspectives.

It is important to acknowledge the field's roots in German theoretical traditions and North American sociological research, as well as Brazil's cultural exchange agreements with France and the U.S. throughout the 20th century. These factors explain the strong influence of certain foreign theories and methodologies in Brazilian communication and journalism studies (DAROS, 2021), making it impossible to understand the evolution of Brazilian studies without considering Western intellectual heritage.

6. CONCLUSIONS

This research sought to reflect on journalism education through the lens of Journalism Theory courses in Brazilian undergraduate programs. The circumstances reveal a complex scenario: the courses are relatively recent; Journalism Theory appears as an incidental discipline in degree programs; and there are few references for research and reflection on the subject. Simultaneously, the field has grown in recent years, with increased scientific production and scholarly meetings.

The central research question analyzed how Journalism Theories are incorporated into undergraduate Journalism programs and whether the discipline reflects the concept of Journalism Theory as understood academically. This allowed an understanding of which form of journalism emerges as officially foundational for institutions.

The hypothesis is that Communication Theory still heavily influences the discipline, prioritizing its authors and discussions. Another hypothesis is that Journalism Theory is underrepresented in courses, reflecting only a small portion of total course hours.

Analysis of the most cited authors in the bibliographies of 25 undergraduate Journalism programs in Brazil revealed renowned thinkers such as Mauro Wolf, along with authors compiling major Journalism Theories, enabling the study of what is considered Journalism Theory. The most cited theories among these authors (Nelson Traquina (2005), Felipe Pena (2005), Jorge Pedro Sousa (2002), Mauro Wolf (1995), and Roberto Nicolato (2019)) were Gatekeeping Theory and Agenda-Setting Theory.

Using Bardin's (1977) methodology to analyze course syllabi, the most cited theories were Agenda-Setting and Newsmaking. Analysis of course bibliographies indicates that what is

understood as Journalism Theory aligns with the syllabi and bibliographies, though the studies rely primarily on compilations rather than original works.

Additionally, Journalism Theory courses represent only 2–3% of total course hours, confirming the second hypothesis that the discipline is underrepresented.

This study aimed to investigate how Journalism Theory is integrated into Brazilian undergraduate programs. Understanding this is crucial before addressing graduate-level studies, as undergraduate education fundamentally shapes how journalism is conceptualized. As Silva (2009, p.25) notes, studying Journalism Theory allows one to “open journalism,” encouraging greater conceptual, theoretical, and methodological engagement, moving beyond seeing journalism solely as professional practice.

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