

## Books Review

**BERNAL TRIVIÑO, A.**

***Hacia una comunicación feminista. Cómo informar e informarse sobre violencia machista***

Barcelona: Editorial UOC, 2019, 206 pages  
ISBN: 9788491804871



*Hacia una comunicación feminista* presents a reflexion on the role of the media in the promotion of women's rights and, in particular, the media coverage of cases of *machista* violence. Ana Bernal-Triviño seeks to raise awareness in readers regarding the trials that women face when they become victims of *machista* violence, and she aims to contribute to minimising

media diffusion of *machista* discourses and disrespect with regard to these situations.

The publication is organised into four main chapters, preceded by an introduction, a prologue by Ana de Miguel, and a preface by Ana Pardo de Vera, and followed by an epilogue by Pastora Martínez Samper. Chapter 1 conceptualises what the author understands feminist communication perspective to be and analyses the role of the media in discourses and *machista* violence. The 8<sup>th</sup> March 2018 case is also introduced, as well as the role of social media in the feminist movement. Chapter two discusses the media coverage of *machista* violence in context, with references to patriarchy as a social structure, and international laws and conventions on the matter. This chapter comments on the need to publish news in a responsible, contextualised way, paying close attention to content matter. The third chapter focuses on explaining the relationships, reactions and consequences of gender mistreatment and violence. Finally, chapter four presents, more specifically, a series of key points for journalists and the media to follow, with regard to the representation of *machista* violence. The selection of sources, the victimisation of the attacker, the victims' feeling of responsibility for the incidents, triviality and sensationalism surrounding the topic are some of the aspects covered. Lastly, the author provides guidelines for information combatting *machista* violence.

**TRAPPEL, J. (ED.)**

***Digital media inequalities. Policies against divides, distrust and discrimination***

Göteborg: Nordicom, 2019, 290 pages  
ISBN (print): 978-91-88855-10-7  
ISBN (pdf): 978-91-88855-11-4



This book, edited by Josef Trappel, presents research carried out by The Euromedia Research Group in relation to class, gender, health and education inequalities related to European media. The 16 articles/chapters that make up the book analyse these issues within a digital media, social network and algorithms context, and in the general context of the incorporation of new mass data processing technologies.

The first article is written by Josef Trappel and introduces the theme, emphasising the novelties that the new media digital ecosystem presents. In the second chapter, Denis McQuail identifies a succession of inequalities in the public communication sphere related to cultural imperialism, ethnic inequalities, gender and education levels in society. In the third article, Hannu Nieminen proposes a radical reform of European policies so that they comply with information and communication rights. Jeremy Tunstall's paper analyses how the changes in entertainment that have come about in recent years, and that are related, among others, to the incorporation of subscription systems on video platforms on demand, affect large scale economies and generate new economic disparities among international audiences. Stylianos Papathanassopoulos and Ralph Negrine study the digital inequalities provoked by new communication policy strategies and the rise of populism. Barbara Thomass analyses the relationships between inequality and economic crisis, the valuation of the European Union on the part of citizens and the reception of news issued by the media. Péter Bajomi-Lázár's article argues that non-conformity with the self-regulation model, in terms of Central and Eastern European countries' media, linked to the fight against inequality, must be due to a lack of necessary circumstances, such as press freedom, employment security or acceptable working conditions. Judit Bayer analyses the legal aspects associated with achieving equality in terms of media publication and access to information. In chapter nine, Leen de Haenens, Willem Joris and Quint Kik examine the recent changes in national and European information and investigate the circumstances

in which this media contributes to increasing and/or reducing inequalities in this area. Claudia Padovani, Karin Raeymaeckers and Sara De Vuyst examine the timeline of international initiatives dedicated to incorporating a gender perspective into the media and analysing the potential of social change that can derive from media publications, with a gender perspective and regulatory mechanisms. Jeanette Steemers analyses the inequalities of the access to national and international children's audiovisual contents. In chapter 12, Elena Vartanova and Anna Gladkova discuss the inequalities related to the digital dichotomy which emerge as a result of the rise in digital media throughout the world. Tristan Mattelart, Stylianos Papathanassopoulos and Josef Trappel state that there is an imbalance in the distribution of economic resource for news production between central and peripheral countries in the European Union and they analyse how digital technologies have given rise to different social inequalities which exist in news consumption in these countries. In chapter 14, Hallvard Moe analyses the differences between media consumption patterns and the willingness to access information in three Nordic countries: Finland, Denmark and Norway. Auksė Balčytienė and Kristina Juraitė examine the causal relationship between the unequal representation of European political systems in the media and the unequal capacity for recipients to act against information produced about them. Finally, Wener A. Meier studies the risks associated with "surveillance capitalism" and the difficulties of European states to formulate new policies against transnational corporate power and strengthen the existing ones.

Available at: [https://www.nordicom.gu.se/sv/system/tdf/publikationer-hela-pdf/digital\\_media\\_inequalities\\_0.pdf?file=1&type=nodo&id=40258&fuerzo=0](https://www.nordicom.gu.se/sv/system/tdf/publikationer-hela-pdf/digital_media_inequalities_0.pdf?file=1&type=nodo&id=40258&fuerzo=0)

**PRESS, J.**

***Dueñas del show. Las mujeres que están revolucionando las series de televisión***

**Barcelona: Alpha Decay, 2018, 368 pages**

**ISBN: 978-84-948210-6-6**

In 2018, Joy Press published *Dueñas del show. Las mujeres que están revolucionando las series de televisión*, a book that looks at the transformation of one of the main areas of the entertainment industry since the mid-20<sup>th</sup> century up until today: the television series.

The book is divided into nine chapters, each one of which tackles the journey of a woman in the North American audiovisual world who is crucial in this transformation. The first is dedicated to Diane English, playwright, producer and director, known for creating the series *Murphy Brown*. The second looks at Roseanne Barr, presenter of the interview programme, *The Roseanne Show* and more recently, star of reality shows such as *Roseanne's Nuts*. Amy Sherman-Palladino, playwright, director and writer, is the subject of the third chapter, known for *Gilmore Girls*. The next chapter focuses on Shonda Rhimes, playwright, producer and director, mainly known for creating the series *Grey's Anatomy*, among other globally successful series. Tina Fey, Liz Meriwether and Mindy Kaling share the focus of chapter five. Tina Fey is an actress, comedian, writer, playwright, producer and one of the main characters in the television comedy *Rockefeller Plaza* (originally *30 Rock*). Liz Meriwether is also a writer, producer and television showrunner. She's especially known for creating the television comedy *New Girl*. The third featured woman in this chapter, Mindy Kaling, is an actress, comedian, writer, producer and main character in the series *The Mindy Project*. The sixth chapter focuses on Lena Dunham, playwright, director and actress and creator and main character in the HBO series *Girls*. Chapter seven looks at two of the most popular television programmes on Comedy Central, *Inside Amy Schumer* and *Broad City*. Both series are created or written by women and protagonized by female characters who break stereotypes and socially established norms. The series *Weeds* and *Orange is the New Black*, created by Jenji Kohan, are the focus of the next chapter in this book, which discusses family values. Finally, the ninth chapter looks at the case of Jill Soloway, creator, showrunner, director and writer, particularly known for her role as executive producer and director of the series *Transparent*.



**AGUADED, I.; ROMERO-RODRÍGUEZ, L.M. (COORDINADORS)**  
**Competencias mediáticas en medios digitales emergentes**  
 Salamanca: Comunicación Social ediciones y publicaciones, 2018, 236 pages  
 ISBN: 978-84-17600-03-7



*Competencias mediáticas en medios digitales emergentes* is a collective work, written by more than 20 researchers. The volume has a prologue by Joan Ferrés and an introduction by the two editors of the book, Luís M. Romero-Rodríguez and Ignacio Aguaded.

The book tackles the current overriding issues in the Communication and Education

sphere, for instance, new media and digital competencies, miscommunication and fake news, audiovisual communication and education.

The first chapter of the book studies the media competencies in a digital convergence context. In this chapter, themes such as transmedia narratives or digital storytelling as an educational tool are studied. The second, dedicated to the ethical and media jurisdiction of new digital environments, tackles issues such as environmental digital ethics, Cybernet, moral robotics, the “digital diet-ethics” and virtual ethics for blockchain and deep web. The theme of the third chapter is miscommunication and infoxication of the fourth screen. Fake news, hoaxes and miscommunication are central themes. The fourth section tackles the possibilities of education on information and communication for inclusive education on communication and technology. The use of digital technology for teaching and learning, the development of digital competencies and skills, and the improvement of education through data analysis are some of the topics covered. The fifth chapter is dedicated to instrumental type dichotomies and those produced by different digital competencies, as well as tackling their role and education. Chapter six focuses on the responsibilities and vulnerabilities derived from the social introduction of new mobile devices. The next chapter focuses on the educational potential of public service media on themes of communication in the digital environment. Chapter eight is dedicated to transmedia creativity in interactive learning processes through emerging digital media. Reading and literacy education through means of digital books, participative culture and new literacy strategies linked to electronic books, booktubers and augmented reality are the themes of the ninth chapter in the volume. The last chapter is focused on digital convergence and the integration of communication and media competencies into information technology.

**RECORDER, M.J. (ED.)**  
**Com formar ciutadans crítics? Alfabetització**  
**informacional i mediàtica**  
 Barcelona: Institut de la Comunicació de la Universitat Autònoma de Barcelona, 2019, 195 pages  
 ISBN: 978 84 120344 3 1

*Com formar ciutadans crítics? Alfabetització informacional i mediàtica* presents the work produced in the *Jornada sobre alfabetització informacional i mediàtica per una ciutadania crítica*, celebrated in the great hall of the Department of Communication Studies at the Autonomous University of Barcelona on 30th November

2018. The book consists of an introduction by the book editor, which explains the problematic critical education for citizenship in this day and age, concerning media and digital subject matter.

Furthermore, some of the main reflexions are synthesised, arising from the works: “Periodistes, codi deontològic i informació rigorosa” by Neus Bonet, “El suport del govern a la alfabetització informacional i mediàtica” by Ignasi Genovés and “La necessària vinculació de la universitat amb la formació d’una ciutadania crítica” by Virgínia Luzón.

Alternatively, the articles, “Mediatización Intensiva”, by José Manuel Pérez Tornero; “L’educació al llarg de la vida gràcies a les biblioteques públiques” by Aurora Vall; and “El paper de les autoritats reguladores europees en la *media literacy* i el programa desenvolupat pel CAC en educació mediàtica” by Salvador Alsius are also presented. The third part of the book is dedicated to another five papers from the works. The first is “Media and Information Literacy and the Media Industries: Best practices” by Laura Cervi. The second is “La competència informacional i els estudiants universitaris” by Pilar Cid and Remei Perpinya. Marta Civil is the author of the third article titled, “Els graduats en comunicació: quin rol poden jugar en l’ensenyament de la competència informacional i mediàtica a les escoles?”. The fourth article is “Els bibliotecaris: de guardians dels llibres a divulgadors del coneixement” by Joan Gómez Escofet. And the last is “P Professionals de la informació, la comunicació i l’educació davant la infoxicació i les *fake news*: col·laborem?” by Alexandre López- Borrull, Josep Vives and Joan Isidre Badell.

Before it concludes, the book presents five more case studies, again from the works of María José Recoder, written by Eva Garcia, Núria de José, Mònica Lablanca, Carlos Ortiz and Josep Viñeta Balsells.

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