

Identities, Diversity, and Intercultural Coexistence

Code: 42446
ECTS Credits: 6

Degree	Type	Year	Semester
4313227 Media, Communication and Culture	OB	0	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: spanish (spa)

Prerequisites

to understand texts in Castilian, Catalan, English and French

Objectives and Contextualisation

Human collectives are often involved in conflicts and throughout their development they build their identities based on their experiences and their representations in social discourses. The media are producers and players of speeches and, therefore, influence the configuration of identities, which at the same time can fuel new conflicts.

The objectives of the module are:

- Studying the participation of media in conflicts related to collective identities, in particular, in processes related to interculturality, racism, xenophobia and sexist violence.
- Review key concepts: ideology, identity, nationalism, multiculturalism, interculturality, patriarchy, racism, xenophobia.

Competences

- Be able to evaluate inequalities for reasons of sex or gender to design solutions.
- Continue the learning process, to a large extent autonomously.
- Display a deep, detailed understanding of theoretical and practical principles within the field of communication and culture.
- Lead and work in interdisciplinary teams.
- Plan, direct and evaluate media communication strategies to construct complex informational topics.
- Plan, direct and evaluate policies on culture and communication in both the local and the international fields using the new forms of social communication.
- Plan, direct and evaluate public communication projects to meet the needs of institutions, businesses and social organisations.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning Outcomes

1. Continue the learning process, to a large extent autonomously.
2. Create identity-building strategies and elements of discourse.
3. Demonstrate understanding of the productive logic of the media.

4. Demonstrate understanding of the theories of conflict and ability to apply them to the required conditions.
5. Design communication strategies for the deconstruction of prejudices and stereotypes
6. Design, plan and direct communication projects for businesses and social organisations.
7. Design, plan and manage projects builders communicative coexistence
8. Develop non-discriminatory discursive strategies for media
9. Evaluate the results of implementing communication projects.
10. Identify and be able to analyse the structure causes and effects of violence against women and other gender violence.
11. Know how to identify the intersection of gender inequality with other inequalities (age, class, race, sexuality and identity/gender expression, functional diversity etc.).
12. Know how to identify the role of ICT in the transmission of gender stereotypes and apply measures to avoid them.
13. Lead and work in interdisciplinary teams.
14. Produce journalism discourse that promotes conflict resolution and contributes to community-building.
15. Recognise the role of the media, audio-visual productions and advertising in the construction of gender relations and sexual and gender identity.
16. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Content

1. Ideology, identities, diversity, interculturality, nationalisms, feminism and intersectionality.

Ideology Concepts in dispute

Cultures, diversity and Interculturality.

Nationalisms, mirror games and political projects.

Bibliography

- A, AMY, 2016. "Feminist Perspectives on Power", The Stanford Encyclopedia of Philosophy (Fall 2016 Edition), Edward N. Zalta (ed.), URL = <<https://plato.stanford.edu/archives/fall2016/entries/feminist-power/>>.

- Herrera, Sonia; García-Grenzner, Joana; Giró, Xavier; Turned, Vera ;; Serra, Laila. Telenoticias and Machistas Violences. A Critical Analysis (ORIGEN and SUDS)

- Miheji, Sabina. 2011. Media Nations. Communicating Belonging and Exclusion in the Modern World. Palgrave Macmillan. London. UK.

- Thompson, John.B. 1990. Ideology and Modern Culture. Stanford University Press.

- Van Dijk, Teun. 1998. Ideología. Gedisa. Barcelona. España.

2. Interculturality and hybridization. Spaces and borders.

Multiculturalism and interculturality

Ethnic minorities and migrations

Youth gangs in the media

Bibliography

- García Canclini, Néstor. 2001. Culturas híbridadas. Gedisa. Barcelona. España.

- Reguillo, Rossana. 2000. Emergencia de culturas juveniles : estrategias del desencanto. Norma. Buenos Aires. Argentina.

- Rodrigo Alsina, M. Identitat i comunicació intercultural. Edicions 3i4. València.

3. Theory of conflicts, media, discourses and identities.

Conflict, actors, problems and processes.

Construction of identities in conflicting contexts. Perspectives: legal, rights, change, anticolonial and anticapitalist.

Escalation, disassembly, mediations and means.

Bibliography

- Galtung, Johan. 2003. Paz por medios pacíficos : paz y conflicto, desarrollo y civilización. Bakeaz; Gernika-Lumo: Gernika Gogoratuz. Bilbao.

- Lederach. Jean Paul. 2010. Transformació de conflictes: petit manual d'ús. Icaria -ICIP. Barcelona.

- Lynch, Jake. 2005. Peace Journalism. Hawthorn Press. Stroud, Gloucesters. UK.

4. Theoretical models about the functioning of the media.

Propaganda model

Conflictual confluence model

Political contest model

Elasticity and cracks in media discourse.

Bibliography

- Cottle, Simon. 2006. Mediatized Conflict: Developments in media and conflict studies. OpenUniversity Press. New York.

- Giró, Xavier. 2010. "Periodismo político. Discursos y grietas: La lógica de los actores, los límites de los medios y las metas periodísticas". En La especialización en Periodismo. Formarse para informar. Idoia Camacho (coordinadora). Comunicación Social Ediciones y Publicaciones. p.75-95.

- Herman, Edward. 1996. «The Propaganda Model Revisited». Monthly Review 48, July-August 1996: 115-128.

- Ibarra, Pedro y Idoyaga, Petxo. 1998. «Racionalidad democrática, transmisión ideológica y medios de comunicación». ZER, núm. 5. P 157-181.

5. Critical Discourse Analysis applied to media.

The approaches of Jäger, Fairclough, Wodak and Van Dijk to ACD.

Ethnic minorities and immigration in the Spanish media.

The neocolonialism and patriarchy in the European media.

Bibliography

- Giró, Xavier. 2007. "Enfoques analíticos críticos sobre el discurso de la cobertura informativa de conflictos", en "Espacio y tiempo en la Globalización. Una visión de la transparencia en la información", coordinadores T. Telleschi y E.A. Sandoval Forero.

- Van Dijk, Teun. 2009. Discurso y Poder. Gedisa. Barcelona.

- Wodak, Ruth., y Meyer, Michael. 2016 (3rd ed). Methods of Critical Discourse Studies. London: Sage.

6. Racism and xenophobia. Intervention strategies The case of networks (anti-xenophobic information) anti-rumors.

Utilitarianism and institutional racism.

Practices and discourses.

Alternatives and resistance.

Bibliography

- Fernandez Buey, Francisco. 2000. Ética y filosofía política. Bellaterra. Barcelona.

- Giró, Xavier. 2010. "Complejidad, profesionalidad y antiracismo en el discurso informativo sobre la inmigración". En Migraciones, discursos e ideologías en una sociedad globalizada. María Martínez Lirio (ed.) Instituto Alicantino de Cultura Juan Gil-Albert, Alicante, pp .127-141.

- Giró, Xavier. 2005. Propostes per a la millora del tractament informatiu de la immigració. Debats 11. Fundació Jaume Bofill. 2005.

- Van Dijk, Teun 1997. Racismo y análisis crítico de los medios. Paidós. Barcelona.

Methodology

The teaching and evaluation methodology in this guide might be modified according to presence restrictions dictated by the health authorities.

1. Master classes

2. Case studies

3. Tutorial appointments

4. Readings

5. Essay

During the last session, 15 minutes will be allocated for students to evaluate the performance of the professor and the content of the subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes	30	1.2	9, 16, 3, 4, 8, 1
Type: Supervised			

Analysis of media works	15	0.6	2, 5, 15, 12
Teamwork to plan and evaluate strategies	15	0.6	5, 7, 6, 8, 13
Type: Autonomous			
Readings using Learning Through Discussion method.	90	3.6	16, 10, 1, 11

Assessment

- 30% of the overall grade based on contributions to five debates: the student must attend classes and prepare and participate in the discussion of at least five of the texts provided to this end.

After the discussion, he will give a brief report of his contribution. The conceptual clarity (30% of the grade), the reasoning logic (40%) and the expository clarity (30%) will be taken into account.

- 25% comes from the memory of the analytical problems raised during the class, the student must explain the first three problems that are treated during the course.

Conceptual clarity (30% of the grade), reasoning logic (40%) and expository clarity (30%) will be taken into account.

- 45% comes from the analysis of a coverage and the design of a strategy: The student must locate a social problem with identity elements and analyze it; the student should also analyze the discursive strategies of relevant media in that context and design a media intervention strategy that favors the construction of a non discriminatory diverse society.

The conceptual clarity (20%), the logic of the reasoning (20%), the coherence of the project (40%) and the clarity of the exposition (20%) will be taken into account.

In case it will be necessary, the reassessment will consist in the repetition of the exercise evaluated as failed in the first attempt.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay - analysis of a coverage and counter strategy design	45%	0	0	9, 2, 4, 5, 7, 6, 8, 14, 15, 12, 13
Write contribution to three debates	30%	0	0	16, 3, 4, 10, 1, 11
written account of the problems discussed along the course	25%	0	0	2, 3, 10, 1, 12

Bibliography

it's already placed along the course content

Software

If necessary, we will use Teams software for on line sessions.

Padlet software will also be used in some sessions.