UAB
Universitat Autònoma de Barcelona

2022/2023

Intercultural Communication

Code: 103099
ECTS Credits: 6

Degree	Type	Year	Semester
2501933 Journalism	OT	3	2
2501933 Journalism	OT	4	2

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Use of Languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Prerequisites

The subject of Intercultural Communication is Found within the area of Theory, History and Structure of communication, forming part of the mention in Analysis and Planning of the Communication.

It is advisable to have some knowledge of communication sciences and journalism. The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.

The content of the course will be sensitive to aspects related to respect for fundamental rights of equality between women and men, human rights and the values of a culture of peace and will seek to promote personal growth and professional commitment to oneself. and the community and, nevertheless, as the Catalan Audiovisual Council suggests, "to show the different social realities, not allowing the creation of contents that can encourage or justify homophobia, biphobia, lesbophobia and transphobia, disseminating the denunciation of discriminatory acts and presenting good practices in relation to equality and non-discrimination "(Recommendations on the treatment of LGBTI people in the audiovisual media, CAC, 2017).

Objectives and Contextualisation

The subject of intercultural communication aims to make the student aware of interpersonal and intergroup relationships within the intercultural media situation derived from globalization, which has acquired a series of critical tools to analyze this geopolitical situation that determines intercultural communication, which practice a new methodology of analysis of this hybrid society and that it acquires a critical vision on the relations that are established between people, groups and institutions that based on socioculturalally diverse experiences, speeches and representations, establish intercultural communication networks where they develop dialogue or rejection , the agreement or confrontation, exchange of experiences or rejection of others.

Intercultural communication, overcoming the ethnocentric vision that practiced the analysis of classical communication networks, explains the complex and dynamic social relationships that are developed at an interpersonal and collective level determined by very different social and political contexts, in an accelerated globalization process.

We will show that cultures are not homogeneous or static beings, but hybrid and dynamic. We will show that cultures do not engage in dialogue with each other, but the subjects that compose them (individual or

collective) are those who end up debating or confronting themselves. This study will be done from an interdisciplinary perspective as a transversal vector of intercultural communication.

Multicultural vision requires a different analysis methodology in which the supposed or imagined identities are dissected to discover the qualifying and exclusive systems that are found in its constitution. They identify the exclusion and inclusion of people and groups within groups and people who can 'speak' and manage communication or who are silent and silenced by political and media means and powers.

Competences

Journalism
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate a critical and self-critical capacity.
- Demonstrate adequate knowledge of Catalonia's socio-communicative reality in the Spanish, European and global context.
- Differentiate the discipline's main theories, its fields, conceptual developments, theoretical frameworks and approaches that underpin knowledge of the subject and its different areas and sub-areas, and acquire systematic knowledge of the media's structure.
- Disseminate the area's knowledge and innovations.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Properly apply the scientific method, raising hypotheses regarding journalistic communication, validating and verifying ideas and concepts, and properly citing sources.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Value diversity and multiculturalism as a foundation for teamwork.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Apply scientific methods in a cross-cutting manner in the analysis of the relations between technological change and media access.
4. Appraise the social impacts of technological mediation in modern communication.
5. Compare Catalonia's socio-communicative reality with the Spanish and European context from the point of view of cultural industries.
6. Demonstrate a critical and self-critical capacity.
7. Disseminate the area's knowledge and innovations.
8. Identify situations in which a change or improvement is needed.
9. Identify the fundamentals of theories and the history of communication.
10. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
11. Propose new methods or well-founded alternative solutions.
12. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.

13. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
14. Propose projects and actions that incorporate the gender perspective.
15. Propose viable projects and actions to boost social, economic and environmental benefits.
16. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
17. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
18. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
19. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
20. Value diversity and multiculturalism as a foundation for teamwork.
21. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

Contents

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule an.

Fundamentally and following the curriculum, the subject of Intercultural Communication will be devoted to the Study of the theories and methods of analysis of intercultural communication.

The subject will be divided into

Theoretical classes

Practices (derived from theoretical lessons)

Seminars

Fieldwork

They are specified below

Theoretical classes

Agenda

Introduction: from multiculturalism to interculturality.
A paradigm shift (Kuhn).
The metaphors of intercultural communication and its origin: Change (economy), hybridism (zoology / botany), crucifix (metallurgy), mejunje or estofado cultural (gastronomy), cultural translation (linguistics) and criollización (sociology).
The situation of the gender perspective in multicultural and intercultural society: the survival of patriarchy.
Narcissism of small differences (Freud).
Discussion about identity and otherness, authenticity and cultural relativism.
Appropriation and resistance to globalization / globalization.
Center / periphery notions, real / virtual place, non-place ...
Negative interculturality:
Acculturation, domination and exploitation of indigenous knowledge ...
Theories against globalization considered uniformization, coking, macdonalization ...
The positive critical reading of postcolonial studies (Homi Bhabha), creative dissimulation (Gruzinski), African

palimpsest (Zabus), imitation / adaptation in glocalization (Robertson) ...
Analysis of the theories of communication that study the relationship between culturesand cultural realities:
Controversial concepts, radical concepts and bridge concepts.
Notions of cultural encounter, cultural translation (Muchembled / Steiner), cultural loan (Said), cultural
transplantation (Assman), syncretism, appropriation, fusion, crucifix, crossbreeding, hybridization, criollization
(Ulf Hannerz) ...
The creative dialogue of languages and cultures: Polyglycemia, heteroglossia, disglosia (discussion of frank
languages, standard and purification according to the model of Mary Douglas, the interlanguages of African
theorists such as Tutuola, jargon, jargon and hybrid language of intergroup communication.
Terminologies, concepts, tools and methodologies for the study of intercultural communication and intercultural
hybrid reality:
Appropriation (Ricoeur), cultural hegemony (Gramsci), discursive genre and polyphony (Bajtin), self control and
thresholds of shame and disgust (Elijah), disruption, cultural construction and discourse (Foucault) Reception
and recontextualization (Michel de Certeau), habitus distinction and field (Bourdieu), interface (Goody), ...
Colonial studies and cultural encounters: I
The border places (N. G. Canclini) and 'the fluid spaces' (G.Freyre).
Intercultural communication in erudite culture, popular culture, subcultures and counterculture.
Culture as a DIY.
Networks of Intercultural Communication:
Media, Codes, Opportunities, Scenarios, Reception, Negotiation, Mediation ... analysis of the media and
institutions where intercultural communication is staged.
Crisol centers for intercultural communication: cultural centers and defense of the rights of migrants,
associations and clubs, new places to meet on the Internet.
Analysis of the patterns and patterns of perception and behavior that allow to respond to the most diverse
situations through improvisations regulated through intercultural communication.
Possibilities in the future.
The impossible outputs of identity autarchy and segregation or self-segregation.
The homogenization / The fusion of diverse cultures.
The resistance to globalization.
Cultural diglosia, a combination of local and global cultures.
New super-creative and creative synthesis of a hybrid reality.

Methodology

In the event of a student committing any irregularity that may lead to a significant variation in the grade
awarded to an assessment activity, the student will be given a zero for this activity, regardless of any
disciplinary process that may take place. In the event of several irregularities in assessment activities of the
same subject, the student will be given a zero as the final grade for this subject.

15 weeks if we except other activities, Intercultural Communication Day and days of evaluation tests.

1. Presentation of the program of practices that deal with thematic (including audiovisual) on intercultural
issues.
2. Presentation of student proposals and discussion of them to contrast and form the groups.
3. Definitive adoption of groups and themes. These will deal with the intercultural reality in Barcelona
(expanded to Catalonia) at the level of communicative groups, conflicts or conflicting places (neighborhoods or
social centers) of the city.
4. Methodological discussions on how to do the work.
5. Theoretical discussions carried out in the connection of these practical activities with the class of theoretical
contents of the subject.
6. Concretion of an index of the work to be done for each of the groups. Presentation and approval.
7. Discussion about the different jobs.
8. Presentation of jobs

9. Presentation of jobs

10. Presentation of jobs

11. Realization of field work. Questions, questions and material extensions.

12. Final lectures

13. Final competitions

14. Final presentation of results

15. Delivery and discussion about what has been done with a survey of results.

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			
Seminars	34	1.36	3, 7
Type: Supervised			
Personal work	16	0.64	3, 7
Type: Autonomous			
theory	100	4	3, 7

Assessment

Students will be entitled to the revaluation of the subject. They should present a minimum of activities that equals two-thirds of the total grading.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

The activities that are excluded from the recovery process of a subject cannot jointly exceed 50% of the weight in the final grade.

If the tests cannot be done in person, it will adapt its format (keeping the weight) to the possibilities offered by the virtual tools of the UAB. Homework, activities and class participation will be done through forums, wikis and / or discussions of exercises through Teams, etc. The teacher will ensure that the Student can access or offer alternative means that are within their reach.

The competences of this subject will be evaluated through the evaluation systems: a) Oral and written exams (test-type tests, open-ended or development questions,); b) Works (resolution of exercises, research papers, articles and essays, collaboratives, portfolio and reflective diaries); c) Assessment of the quality of student interventions in seminars.

The works of the course or the exam that have more than 5 misspellings and / or grammatical structure will be suspended.

In the case of a second enrolment, students can do a single synthesis exam/assignment that will consist of one test. The grading of the subject will correspond to the grade of the synthesis exam/assignment.

The student who performs any irregularity (copy, plagiarism, identity theft...) will be qualified with 0 in this assignment or exam. In case there are several irregularities, the final grade of thesubject will be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Practices	demonstrations of acquired practical knowledge practices	0	0	3, 7
Practises	demonstrations of acquired practical knowledge practices	0	0	2, 1, 3, 6, 7, 10, 8, 11, 12, 13, 14, 15, 16, 21, 20
demonstration of the knowledge acquired in theory classes	Test	0	0	3
test	individual or group interventions	0	0	3, 5, 9, 19, 18, 16, 17, 4

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Software

No special knowledge is needed except the normal ones to make a word, a pdf or to present a power point.