

**Sociology of Communication**

Code: 101137  
ECTS Credits: 6

Degree	Type	Year	Semester
2500262 Sociology	OT	4	2

## Contact

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Prerequisites

There is no prerequisites

## Objectives and Contextualisation

The course of Sociology of Communication combines several objectives. In the theoretical level, it is proposed to introduce the student into the main theories of communication. In the analysis of reality, the role and the social logic of the main mass communication media and social networks. Finally a brief description of the characteristics of the Catalan communication space are studied. But also, in the applied plan, you will learn to do -and will do- a Communication Plan for a real institution.

In short, the introduction to the theories is oriented towards a later reflection on the social importance of the mass media and the networks, and everything comes together in an analysis of the immediate environment, placing a particular emphasis on the role of social networks and visual content.

## Competences

- Analysing the problems arising from the implementation of public policies and conflict situations by recognising the complexity of the social phenomena and political decisions affecting democracy, human rights, social justice and sustainable development.
- Applying the concepts and approaches of the sociological theory, specially the explanations of social inequalities between classes, between genders and between ethnic groups, to the implementation of public policies and to the resolution of conflict situations.
- Assessing the contributions of sociological approaches to the study of culture, education, interaction between society and environment, social policy, and work.

- Demonstrating a comprehension of the approaches of the sociological theory in its different aspects, interpretations and historical context.
- Describing social phenomena in a theoretically relevant way, bearing in mind the complexity of the involved factors, its causes and its effects.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Developing self-learning strategies.
- Effectively communicating the basic analysis of social phenomena in an elementary level of English.
- Respecting the diversity and plurality of ideas, people and situations.
- Searching for documentary sources starting from concepts.
- Students must be capable of assessing the quality of their own work.
- Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

## Learning Outcomes

1. Comparing the different theoretical approaches about culture.
2. Comparing the reading of cultural phenomena from several ideologies of the social reality of Spain and Catalonia.
3. Defining the sociological concepts that interpret the cultural phenomena.
4. Defining the underlying social phenomena of cultural policies and conflicts.
5. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
6. Developing self-learning strategies.
7. Distinguishing the explanations of cultural inequalities between classes, between genders and between ethnic groups that these actors take for granted.
8. Distinguishing the sociological concepts about culture adopted by the actors involved in these policies and conflicts.
9. Distinguishing the sociological concepts, as well as the methods and techniques of social investigation commonly used to analyse culture.
10. Effectively communicating the basic analysis of social phenomena in an elementary level of English.
11. Explaining the social interpretations of culture according to these approaches.
12. Expressing the debates regarding these approaches, that refer to culture.
13. Relating the concepts, methods and techniques used to analyse culture with general theoretical and methodological debates.
14. Relating the debates regarding these approaches, that refer to culture, with the historical context in which they emerged.
15. Relating the explanations of cultural inequalities with general theoretical and methodological debates.
16. Relating the theoretical approaches with debates about social order and action.
17. Respecting the diversity and plurality of ideas, people and situations.
18. Searching for documentary sources starting from concepts.
19. Students must be capable of assessing the quality of their own work.
20. Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

## Content

### Theoretical classes

#### The theories of communication

1. Communicating
2. European antecedents. Networks and crowds
3. The Chicago School. From the crowd to the public
4. Mass Communication Research. War, industry, social cohesion
5. The Critical Theory. Communication as merchandise

6. The Palo Alto School. Everything communicates
7. Structuralism and Cultural Studies. Semiology and popular cultures

Sociology of the mass media

8. Media and social construction of reality
9. Information and power
10. Mediafobia and social order
11. Social networks. Fragmentation and complexity

12. The visual: usages and meanings.

The uses of communication

13. The Catalan communication space. The MCM in the Catalan Countries
14. The audiovisual production of culture in the Catalan Countries.

Practical classes

- A. What is a Communication Plan?
- B. The manufacture of public opinion
- C. The spiral of silence
- D. The debate about post-truth and fakenews
- E. The consumption of cultural content in the Net
- F. The use of Big Data
- G. The media diet of young people

## Methodology

The course is developed through theoretical classes, supported by reference texts that will be published through the Aula Moodle. Theoretical classes will include discussions in the classroom, encouraging from the outset a participatory dynamic, but also with the objective of learning to use the conceptual system that will be derived. These classes will be complemented by a weekly seminar in which exercises and debates will be carried out applied to the student's most immediate reality. Seminar work will be organized based on the number of students in order to ensure that their goals are met. There will be brief written exercises and oral presentations. The formal communicative correction will be highly valued. It is the work and the presence in the seminars that will allow a continuous continuous evaluation.

The Moodle Classroom will also create a regular interaction with the student, both in his work in the classroom and his autonomous work, with the promotion of discussion forums and with the contribution of current unforeseen documents to the general bibliography. It is important to point out that the use of this digital tool also allows readjustments of the program based on unforeseeable events and therefore becomes the reference point for the good organization and follow-up of the course.

It is also required to read a complete book on an aspect of social communication. The program does some suggestions that, however, can be extended depending on the interests of the student.

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
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Type: Directed

Presentation sessions on the subjects of the course	26	1.04
Type: Supervised		
Group work derived from seminars	13	0.52
Individualized review of the work portfolio carried out	8	0.32
Seminary sessions	13	0.52
Type: Autonomous		
Formulation fo critical questions	12	0.48
Study and reading texts of course topics	58	2.32

## Assessment

The evaluation of the course is of a continuous type, which implies regular attendance to the classroom, which will be controlled regularly, and the completion of the exercises proposed in the seminar that will constitute the course's portfolio. The papers may be reviewed again as often as they wish, and they will be redirected every time. It will have to have passed the assistance checks and have submitted the proposed works to be able to pass this part of the evaluation, whose value is 40 percent of the total. Another 40 per cent is obtained from a final exam, which must be presented to everyone obligatorily and that corresponds to the first part of the course, related to the knowledge of the theories of communication. Finally, the critical questions about the readings will complete the note with the remaining 20 percent. Each part must be approved separately, and the possibility of recovery will be available.

Practical exercises will evaluate the content and formal academic skills (writing, presentation, citations, elaboration of indexes, oral communication skills, etc.), paying special attention to the positive evolution throughout the course. For this reason, all the works will be stored in the portfolio, even those reviewed and corrected. The portfolio will be delivered on the last day of class inexcusably with all the work.

***Students that choose a singe evaluation item must communicate their decision to the professor during the first two weeks of classe, and they will turn in the communication plan (40%) and the critical questions (20%) the same day of the final exam (40%).***

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1. Carrying out a Communication Plan of an organization	40%	14	0.56	19, 18, 2, 10, 6, 5, 7, 8, 9, 20, 13, 17
2. Critical questions about the readings	20%	4	0.16	19, 18, 4, 6, 11, 12, 20, 14, 16, 17
3. Written exam on the theories of communication	40%	2	0.08	19, 1, 3, 4, 6, 5, 11, 12, 20, 13, 14, 16, 15

## Bibliography

Bibliography

For the first part of the course:

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On media:

Bourdieu, Pierre. *Sobre la televisió*. Barcelona: Edicions 62, 1997.

Cardús i Ros, Salvador. *Política de paper. Premsa i poder, 1981-1992*. Barcelona: La Campana, 1995

Lacroix, Michel. *El culte a l'emoció. Atrapats en un món d'emocions sense sentiments*. Barcelona: Edicions La Campana, 2005

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Sobre sociologia visual:

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Benjamin, Walter. (1936/2021). *L'obra d'art a l'època de la seva reproductibilitat tècnica*. Barcelona: Edicions 62. *La obra de arte en su época de reproductibilidad técnica*. Madrid: Alianza.

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Delgado, Melvin. (2015) *Urban Youth and Photovoice: Visual Ethnography in Action*. Oxford University Press.

Evans, Jessica & Hall, Stuart. (Eds). (2005). *Visual Culture: the reader*. London: Sage.

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Lozowy, Andriko, Rob Shields, and Sara Dorow (2013). "Where Is Fort McMurray? The Camera as a Tool for Assembling 'Community.'" *Canadian journal of sociology* 38.2: 191-210.

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Muntanyola-Saura, Dafne. (2017). El video y la danza: cómo la etnografía audiovisual modifica la mirada sociológica. Dossier "Las razones y las Emociones de las Imágenes" / Dossiê "As razões e as emoções das imagens". *RBSE Revista Brasileira de Sociologia da Emoção*, 16-47: 57-74.

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Mok, T.M., Cornish, F. & Tarr, J. (2015). Too Much Information: Visual Research Ethics in the Age of Wearable Cameras. *Integr. psych. behav.* 49, 309-322 <https://doi-org.are.uab.cat/10.1007/s12124-014-9289-8>

Mylne, E.J., Mitchell, Claudia & Naydene deLange. *Handbook of Participatory Video*. Toronto: Altamira Press

Pink, Sarah. (2013). *Doing Visual Ethnography*. SAGE: London.

Rosenblum, Barbara. (1978). *Photographers at Work. A Sociology of Photographic Analysis*. New York: Holmes & Meier.

Sontag, Susan. (2019) *Sobre la fotografía*. Barcelona: Arcadia Edicions. (1977) *On Photography*. New York: Pinguin Books.

Journals:

[Visual Studies](#)

[Yearbook of Moving Images Studies](#)

[Journal of Visual Culture](#)

[Visual Methodologies](#)

Links:

<http://www.navarra.es/NR/rdonlyres/5FBD54A1-D7CF-4EAF-9EC3-43AD2FCD3A9E/0/Guiaparaelaborarunpland>

[http://cristinaaced.com/pdf/planComunicacion\\_BIC%20Galicia.pdf](http://cristinaaced.com/pdf/planComunicacion_BIC%20Galicia.pdf)

<http://www.slideshare.net/rafamartin3/plan-de-comunicacion-11480260>

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[http://www.solucionesong.org/img/foros/4c8ddf9bb43a2/Elaboracion\\_plan\\_de\\_comunicacion\\_PPVE.pdf](http://www.solucionesong.org/img/foros/4c8ddf9bb43a2/Elaboracion_plan_de_comunicacion_PPVE.pdf)

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Complementary bibliography

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## Part 2

Bezunartea, Ofa et al. *La prensa y los electores. El mito de la influencia*. Euskal Herriko Unibertsitatea. Bilbao, 2000

Blain, Neil; Boyle, Raymond & O'Donnell, Hugh. *Sport and National Identity in the European Media*. Leicester. Ceicester University Press, 1993

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Magazines

Trípodos

Anàlisis

Capçalera

Comunicació21.

Treballs de Comunicació. Societat Catalana de Comunicació (IEC)

Webs

*Blocs sobre xarxes:*

<https://fnunezmosteo.wordpress.com>

*Crítica informativa:*

[www.fair.org](http://www.fair.org)

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*Estudi i educació en mitjans:*

<http://incom.uab.cat>

[www.portalcomunicacio.com](http://www.portalcomunicacio.com)

[www.aulamedia.org](http://www.aulamedia.org)

*Organismes control:*

<https://fcic.periodistes.cat>

## **Software**

Any word processor