

Degree	Type	Year
2501933 Journalism	OT	3
2501933 Journalism	OT	4

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Teaching groups languages

You can view this information at the [end](#) of this document.

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 socioculturally 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

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:

1. Theoretical classes.
2. Practices (derived from theoretical lessons).
3. Seminars.
4. Fieldwork.

SUBJECT PROGRAM

1. Introduction: from multiculturalism to interculturality

- a) A paradigm shift (Kuhn).
- b) 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).
- c) The situation of the gender perspective in multicultural and intercultural society: the survival of patriarchy.

2. Narcissism of small differences (Freud)

- a) Discussion about identity and otherness, authenticity and cultural relativism.
- b) Appropriation and resistance to globalization / globalization.
- c) Center / periphery notions, real / virtual place, non-place ...

3. Negative interculturality

- a) Acculturation, domination and exploitation of indigenous knowledge ...
 - b) Theories against globalization considered uniformization, coking, macdonalization ...
 - c) The positive critical reading of postcolonial studies (Homi Bhabha), creative dissimulation (Gruzinski), African palimpsest (Zabus), imitation / adaptation in glocalization (Robertson) ...
4. Analysis of the theories of communication that study the relationship between cultures and cultural realities
- a) Controversial concepts, radical concepts and bridge concepts.
 - b) Notions of cultural encounter, cultural translation (Muchembled / Steiner), cultural loan (Said), cultural transplantation (Assman), syncretism, appropriation, fusion, crucifix, crossbreeding, hybridization, criollization (Ulf Hannerz) ...
 - c) The creative dialogue of languages and cultures: Polyglycemia, heteroglossia, diglossia (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.
5. Terminologies, concepts, tools and methodologies for the study of intercultural communication and intercultural hybrid reality
- a) 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), ...
6. Colonial studies and cultural encounters
- a) The border places (N. G. Canclini) and 'the fluid spaces' (G. Freyre).
 - b) Intercultural communication in erudite culture, popular culture, subcultures and counterculture.
 - c) Culture as a DIY.
7. Networks of Intercultural Communication
- a) Media, Codes, Opportunities, Scenarios, Reception, Negotiation, Mediation ... analysis of the media and institutions where intercultural communication is staged.
 - b) Crisol centers for intercultural communication: cultural centers and defense of the rights of migrants, associations and clubs, new places to meet on the Internet.
 - c) 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.
8. Possibilities in the future
- a) The impossible outputs of identity autarchy and segregation or self-segregation.
 - b) The homogenization / The fusion of diverse cultures.
 - c) The resistance to globalization.
 - d) Cultural diglossia, a combination of local and global cultures.
 - e) New super-creative and creative synthesis of a hybrid reality.

Activities and Methodology

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

Training activities in ECTS credits, their learning methodology and their relationship with the skills to be achieved.

In the event that the student commits any irregularity that could lead to a significant variation in the grade of an assessment act, this assessment act will be graded with 0, regardless of the disciplinary process that may be instituted. In the event that several irregularities occur in the evaluation acts of the same subject, the final grade for this subject will be 0.

<i>Learning activities</i>	<i>Learning methodology</i>	<i>Skills</i>
DIRECTED ACTIVITY		
Theoretical Classes	Master Classes	25% CG1; CE1; CE3; CE4; CE11; CT1
Seminars	Treball d'un grup sobre un tema o activitat específica.	10% CG1; CG3; CE1; CE3; CE4; CE11; CT1; CT2; CT11
SUPERVISED ACTIVITY		
Tutories	Individual or group face-to-face activities aimed at developing knowledge in practical situations and solving learning problems.	5% CG1; CG4; CE1; CE3; CE4; CE11; CT1; CT2; CT11
AUTONOMOUS ACTIVITY		
Reading, analysis and synthesis of texts, preparation and completion of assignments. Comprehensive reading of texts and study, reviews, bibliographic essays and creation of		55% CG1; CE1 ; CE3 ; CE4; CE11; CT2; CT11

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.

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.

Assessment

Continuous 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

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 the subject will be 0.

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Software

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

Language list

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	11	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed