UAB
Universitat Autònoma de Barcelona

Communication, Development and Cooperation

Code: 104796
ECTS Credits: 6

2024/2025

Degree	Type	Year
2503868 Communication in Organisations	OT	4

Contact

Name: Ricardo Carniel Bugs

Email: ricardo.carniel@uab.cat

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

The only prerequisite for this course is that the student should be interested in discovering and deepening an approach to communication aimed at promoting processes of social change, and a model of sustainable development based on human rights, gender equality and global justice.

Students should be curious about the role of communication professionals in the different institutions and organizations that act in the international cooperation system and entities that work for social cohesion (also seen as a job opportunity), as well as the role of the media and information that contributes to generate social awareness about the challenges of today's world.

Objectives and Contextualisation

General objective of the subject:

To provide students with specific knowledge and tools for a differentiated and specialized professional profile, oriented both to the classic functions of communication and to other work opportunities in international institutions, social organizations, NGOs, international cooperation agencies, etc.

Specific objectives of the students:

- To know what is understood by human development, social change and other related concepts / perspectives (Human Rights, gender equality, global justice, etc.).
- To critically analyze the UN agenda on Sustainable Development Goals (SDGs).
- Identify the main elements of communication strategies for development, communication for social change, etc.
- To reflect on the situation of human rights linked to information, communication and cyberspace, as well as the relationship between communication and international cooperation.
- To learn how to design the fundamental elements of a communication for development and social change project.
- To understand the role of communication professionals in these fields and to know how to identify possible job opportunities in governmental and non-governmental organizations and institutions.

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Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Act within one's own area of knowledge, evaluating sex/gender-based inequalities.
- Apply specific research methodologies to formulate hypotheses, validate and verify ideas and concepts and interpret data on communication in organisations.
- Differentiate the principal theories on communication in organisations, which underpin knowledge of the discipline and its different branches.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- 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 have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Work in compliance with professional codes of conduct.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Apply research methods appropriate to the field of communication when doing coursework.
3. Critically analyse the principles, values and procedures that govern the exercise of the profession.
4. Display knowledge of the social, cultural and economic context in order to develop critical thinking skills and generate original ideas about that context.
5. Establish relationships between knowledge of communication and the social sciences in the process of implementing communication strategies.
6. Identify situations in which a change or improvement is needed.
7. Identify the issues of treatment and image facing social groups that are disadvantaged for reasons of religion, gender, etc., within the communication system in Spain and worldwide.
8. Identify the social, economic and environmental implications of academic and professional activities within one?s own area of knowledge.
9. Interpret and discuss documents on the main scientific theories within the subject.
10. Present a summary of the studies made, orally and in writing.
11. Present the objectives of the course to all kinds of audiences.
12. Propose new methods or well-founded alternative solutions.
13. Propose projects and actions that incorporate the gender perspective.
14. Propose viable projects and actions to boost social, economic and environmental benefits.
15. Respect different religions, ethnic groups, cultures, sexual identities etc. when preparing an organisation's communication products.
16. 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

Subject Overview

- The relationship between communication, international cooperation, development and social change. Paradigms, models and applied strategies.
- International programmes of international cooperation and aid for development. The UN Agenda 2030 for Sustainable Development Goals (SDG).

- Knowledge society and media development. Human rights and activism related to information, communication and cyberspace.
- Media and its discourse on development, cooperation and related issues. Communicating from alternative approaches (inclusive languages, intercultural dialogue, etc.).
- Communication professionals as promoters of social change. Design of projects and campaigns.

The order of the topics may vary according to the final planning of the subject. The detailed calendar will be available on the first day of class.

The contents of the subject will be sensitive to the Human Rights-based approach and the gender perspective.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presentation of content, participatory seminars/workshops, debates and classroom exercises.	48	1.92	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Type: Supervised			
Tutoring	8	0.32	1, 2, 5, 12, 13, 14
Type: Autonomous			
Search, selection and reading of bibliography and other resources. Personal study. Planning and developing individual or group works.	94	3.76	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

The teaching methodology of the course combines different sessions of oral presentations, explanations of theoretical content and professional experiences, case studies and debate, as well as participatory seminars/workshops. The main principle is to establish and share a common knowledge base so that, during the course, students can deepen the aspects they prioritise and apply them to the topics that interest them most.

The course work (final project) is based on the principles of Service Learning (Aprendizaje por Servicio), in collaboration with the Fundació Autònoma Solidària (FAS) and social organizations.

All the information necessary to follow the course will be provided by the teaching team in classes, tutoring meetings and/or via the Virtual Campus.

The proposed teaching methodology and assessment may be modified in the event of unforeseen events or force majeure.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A) Classroom presentations and assignments	40%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
B) Final project	45%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16
C) Attendance and active participation in class	15%	0	0	1, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16

CONTINUOUS ASSESSMENT

The course adopts a continuous and summative assessment system. No activity requires a minimum grade to pass the course. The final grade for the course will be the sum of the points obtained in the following assessment activities:

A) Classroom presentations and assignments: 40 points (40% of the final grade); individual or team in-person activities.

B) Final project: 45 points (45% of the final grade); team activity.

C) Attendance and active participation in class: 15 points (15% of the final grade); individual in-person activities.

Total: 100 points (equivalent to the final grade 10).

To be able to pass the subject by continuous assessment, it will be mandatory:

a) Have carried out and submitted all the assignments (activities A and B) on the dates established by the teacher. In case of justified absence for reasons of force majeure, the corresponding proof must be presented to the professors; otherwise, the activities will be considered as Not Completed.

b) Have obtained a minimum score of 50 points (equivalent to a mark of 5.0) from the sum of all the assessment activities carried out.

c) In the teamwork, the teaching staff may adopt control measures to verify the participation of each member in the common work. Therefore, the grades may be different for members of thesame team, which could mean that one or more members suspend the evaluation, while the others approve it.

Reevaluation (continuous assessment)

In order to be eligible for reassessment, students must fulfil the following two conditions:

1) Not having reached the minimum criteria established topass the subject;
2) Have been assessed during the semester of a set of activities, the weightof which corresponds to a minimum of 2/3 of the total grade of the subject.

Reevaluation will consist of a written exam on the syllabus of the subject.

Activities C are excluded from the reevaluation system.

The proposed teaching methodology and assessment may be modified in the event of unforeseen events or force majeure.

SINGLE ASSESSMENT OPTION

For students who opt for the single evaluation, the final grade of the course will be the sum of the score obtained in the following evaluation activities:

A) Theoretical exam: 35 points (35% of the final grade); individual in-person activity.
B) Classroom presentation: 20 points (20% of the final grade); individual in-person activity, the same day of the theoretical exam.
C) Final project: 45 points (45% of the final grade); individual or team activity (the teams must be formed by students who have chosen the single evaluation; mixed groups with students of the continuous evaluation will not be accepted). The project must be developed during the students' autonomous work time and submitted on the same day of the exam and the presentation.

Total: 100 points (equivalent to the final grade 10).

In order to pass the course by the single evaluation system, it will be requiered:

a) To have completed and submitted all the assignments (A, B and C) on the date established by the teaching staff. In case of absence due to justified reasons of force majeure, it will be essential to present the corresponding proof to the teaching staff; otherwise, the activities will be considered Not Completed.

b) Have obtained a minimum score of 50 points (equivalent to a mark of 5.0) from the sum of all the assessment activities carried out.

c) In the teamwork, the teaching staff may adopt control measures to verify the participation of each member in the common work. Therefore, the grades may be different for members of thesame team, which could mean that one or more members suspend the evaluation, while the others approve it.

Reevaluation (single assessment option)

In order to be eligible for reassessment, students must fulfil the following two conditions:

1) Not having reached the minimum criteria established to pass the course;
2) According to regulations, students must have been previously evaluated at least 2/3 of the total number of evaluable activities of the course.

The recovery will consist of a written exam on the entire syllabus/contents of the course.

Activity C is excluded from the reevaluation system.

The proposed teaching methodology and assessment may be modified in the event of unforeseen events or force majeure.

SECOND ENROLLMENT

In case of second enrollment, students may take a single test (theoretical-practical) of synthesis on the entire syllabus and contents of the course. The grade of the course will correspond to the grade of the synthesis test.

PLAGIARISM

The student who performs any irregularity (copy, plagiarism, identity theft, etc.) that may lead to a significant variation in the grade of an act of evaluation, will be graded with 0 this act of evaluation. In case of more than one irregularity, the final grade of the whole course will be 0.

Bibliography

Basic bibliography

Alfaro, Rosa María (2013). Ciudadanías y Medios: Veedurías desde la participación ciudadana. *Commons: revista de comunicación y ciudadanía digital, 2*(1), 2-20. https://revistas.uca.es/index.php/cayp/article/view/3058

Carniel Bugs, Ricardo y Velázquez, Teresa (2018). Objetivos de Desarrollo Sostenible: una agenda emergente para repensar la docencia universitaria en comunicación. En: Elena Jiménez Pérez, María Elena del Valle Mejías y Andrea Felipe Morales (coords.). *Los nuevos retos en Ciencias Sociales, Artes y Humanidades.* Gedisa. https://bibcercador.uab.cat/permalink/34CSUC_UAB/1gfv7p7/alma991000489829706709

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Nos-Aldás, Eloísa y Santolino, Montse (2015). La Investigación en Comunicación y Cooperación en los nuevos escenarios de movilización social: ONGD, objetivos de justicia social y eficacia cultural. *Revista de la Asociación Española de Investigación de la Comunicación, 2*(4), 1-7. http://www.revistaeic.eu/index.php/raeic/article/view/50

Programa de las Naciones Unidas para el Desarrollo (PNUD) (2019). *Informe sobre Desarrollo Humano 2019.* Más allá del ingreso, más allá de los promedios, más allá del presente: Desigualdades del desarrollo humano en el siglo XXI. https://www.undp.org/es/colombia/publications/informe-sobre-desarrollo-humano-2019

Programa Willay (2012). Las TIC y el desarrollo humano. https://www.ongawa.org/wp-content/uploads/2015/01/Las-TIC-y-el-Desarrollo-Humano.pdf

Servaes, Jean (2010). Comunicación para el desarrollo humano y el cambio social. https://www.researchgate.net/publication/274222965_Comunicacion_para_el_dearrollo_tres_paradigmas_dos_m

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Complementary bibliography

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Enghel, Florencia (2017). El problema del éxito en la comunicación para el cambio social. *Commons. Revista De Comunicación Y Ciudadanía Digital, 6*(1), 11-22. https://revistas.uca.es/index.php/cayp/article/view/3389

Gómez Galán, Manuel & Sanahuja Perales, José Antonio (1999). El sistema internacional decooperaciónal desarrollo. Una aproximación a sus actores e instrumentos. Madrid: CIDEAL.

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Throughout the course, professors will confirm the mandatory readings, as well as provide specific resources according to the subjects dealt with.

Software

This course does not require any specialised software. For any virtual activities, Microsoft Teams will be used.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	71	Spanish	first semester	afternoon
(TE) Theory	7	Spanish	first semester	afternoon