

Degree	Type	Year
4313227 Media, Communication and Culture	OT	0

Contact

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Teaching groups languages

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

Prerequisites

To understand texts in Castilian, Catalan and English.

Objectives and Contextualisation

1. Evaluate the results of the application of communicative projects
2. Understand and have knowledge that provides a basis or an opportunity to develop and / or apply ideas in an original way, often in a research context
3. Create identity-building strategies and discursive elements.
4. Demonstrate an understanding of the productive logics of the media.
5. Demonstrate understanding of conflict theories and ability to apply them to required situations.
6. Design communication strategies for the deconstruction of prejudices and stereotypes
7. Design, plan and direct communication projects that build coexistence
8. Design, plan and direct communication projects for companies and social entities
9. Develop non-discriminatory discursive strategies for the media
10. Produce journalistic discourses that facilitate the resolution of conflicts and builders of coexistence.
11. That students have the learning skills that allow them to continue studying, at large way, with autonomous to self-directed work.
12. Work in interdisciplinary teams and lead them.

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 journalistic discourses to facilitate the resolution of conflicts and coexistence.
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

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. Standford University Press.
- Van Dijk, Teun. 1998. Ideología. Gedisa. Barcelona. España.

2. Interculturality and hybridization. Spaces and borders.

Multiculturality and interculturality

Ethnic minorities and migrations

Youth gangs in the media

Bibliography

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

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

2

- 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 Gogoratzuz. 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.

3

- 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 Lirola (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.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes	30	1.2	1, 3, 4, 5, 8, 9, 11, 13, 14, 16

Type: Supervised

Teamwork to plan and evaluate estراتيجies	30	1.2	1, 2, 4, 5, 7, 8, 9, 11, 13, 16
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Type: Autonomous

Readings using Learning Through Discussion method.	90	3.6	1, 2, 4, 5, 7, 9, 10, 11, 12, 14, 15, 16
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1. Master classes
2. Case study
3. Tutorials
4. Readings
5. Jobs

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

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.

Single evaluation

The unique evaluation of the subject consists of the following activities and percentages:

1. Control of knowledge: 50% - Theoretical test (multiple test) on the theoretical contents and the compulsory readings of the subject. To pass the subject, the theoretical test must be passed (essential condition).
2. Completion and delivery of an individual course work: 30%.
3. Delivery of an individual analysis and reflection task for each of the course discussions. twenty%

Recovery

The knowledge control or final theoretical test is recoverable. To go to recovery, there is no minimum mark, but it is essential to have taken the test. The recovery will consist of a multiple-choice test. If it is not passed, the grade for the subject will be the one obtained in this exam.

Activities 2 and 3 are not recoverable.

Bibliography

it's already placed along the course content.

Software

No specific requirements.

Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	40	Spanish	first semester	afternoon