

Degree	Type	Year
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

Human groups are often involved in conflicts and, throughout their development, they construct their identities based on their experiences and representations of these social discourses.

The media are producers and reproducers of discourses and, therefore, they influence the configuration of identities, which in turn can stimulate new conflicts.

The objectives of the module are:

- To study the role of the media in conflicts related to collective identities, particularly in processes concerned with interculturality, racism and xenophobia.
- To review key concepts: ideology, identity, nationalism, multiculturalism, interculturality, racism and xenophobia.

## 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**

### **1.- IDEOLOGY, IDENTITIES, DIVERSITY, INTERCULTURALITY, NATIONALISMS**

- 1.1 Ideology Concepts in dispute.
- 1.2 Cultures, diversity and Interculturality.
- 1.3 Nationalisms, mirror games and political projects.

### **2.- INTERCULTURALITY and HYBRIDIZATION. SPACES and BORDERS**

- 2.1 Multiculturalism and interculturality.
- 2.2 Ethnic minorities and migrations
- 2.3 Youth gangs in the media

### **3. THEORY OF CONFLICTS, MEDIA, DISCOURSES and IDENTITIES**

- 3.1 Conflicts, actors, problems and processes.
- 3.2 Construction of identities in conflicting contexts.
- 3.3 Escalation, disassembly, mediations and media.

### **4. THEORETICAL MODELS ABOUT THE FUNCTIONING OF THE MEDIA**

- 4.1 Propaganda model.
- 4.2 Conflictual confluence model.
- 4.3 Political contest model.

4.4 Elasticity and cracks in media discourse.

## 5. CRITICAL DISCOURSE ANALYSIS APPLIED TO MEDIA

5.1 The approaches of Jäger, Fairclough, Wodak and Van Dijk to ACD.

5.2 Ethnic minorities and immigration in the Spanish media.

5.3 The neocolonialism and patriarchy in the European media.

## 6. RACISM AND XENOPHOBIA

6.1 Intervention strategies The case of networks (anti-xenophobic information) anti-rumors.

6.2 Utilitarianism and institutional racism.

6.3 Practices and discourses.

6.4 Alternatives and resistance.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes	30	1.2	9, 16, 3, 4, 5, 8, 14, 1, 11, 13
Type: Supervised			
Teamwork to plan and evaluate strategies	30	1.2	9, 16, 2, 4, 5, 7, 8, 1, 11, 13
Type: Autonomous			
Readings using Learning Through Discussion method.	90	3.6	9, 16, 2, 4, 5, 7, 10, 14, 1, 15, 12, 11

The methodology combines theoretical explanations with guided face-to-face activities, supervised activities and independent work. Learning is based on the analysis and resolution of practical cases. The capacity for critical analysis, teamwork and personal study is stimulated, which will be reinforced with materials and sessions with experts.

The teaching staff of this subject may indicate to students that, for the proper development of the class and to ensure good coexistence in the classroom, no electronic devices or screens may be used during the class, except when otherwise indicated for a specific situation or teaching activity.

*A detailed schedule outlining the content of each session will be presented on the first day of the course and will be available on the course's Virtual Campus, where students will find all teaching materials and necessary information for effective course monitoring.*

Should the teaching modality change for reasons of force majeure according to the competent authorities, the teaching staff will inform students of any modifications to the course schedule and teaching methodologies.

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

### CONTINUOUS ASSESSMENT

#### 1. Contributions to three debates (30% of the final mark)

Students must attend class and prepare and participate in the discussion of at least five of the materials put up for debate. After the discussion, they will submit a brief report on their contribution. The assessment criteria are as follows: conceptual clarity (30%), logical reasoning (40%), clear structure and correct written expression (30%).

#### 2. Report on the analytical problems raised (25% of the final mark)

Presentation of the first three problems addressed during the course. Conceptual clarity (30% of the grade), logical reasoning (40%) and clarity of presentation (30%) will be assessed.

3. Group coursework (45% of the final mark) The aim of the assignment is to analyse media coverage and design a strategy based on the identification of a social problem. Students must analyse the problem, the discursive strategies of relevant media in that context and design a media intervention strategy that promotes coexistence. The coherence of the project (40%), analytical skills (20%), proposed strategy (30%) and clarity of presentation (10%) will be assessed.

The topic of the coursework will be chosen by the students and approved by the teacher. Failure to submit the coursework will result in a 'non-assessable' grade for the course.

In this subject, re-assessment will consist of repeating those activities and assignments that were graded as insufficient. In this second submission, the maximum mark for each of them will be 5 out of 10.

### SINGLE ASSESSMENT

The single assessment for the course consists of the following activities and percentages:

1. Knowledge test (50% of the final mark). Multiple-choice test on the theoretical content and compulsory readings for the course. To pass the course, students must pass the theory test (essential requirement).

2. Completion and submission of an individual course assignment (30% of the final mark).

3. Submission of an individual analysis and reflection assignment for each of the course discussions (20% of the final grade).

### Recovery system

The final theoretical test can be resat. There is no minimum grade required to take the resit, but it is essential to have taken the test. The recovery will consist of a multiple-choice test. If the recovery is not passed, the

grade for the course will be the one obtained in this exam. Activities 2 and 3 cannot be resat. If the student does not take the theoretical test, the grade for the course will be 'not assessable'.

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for transcriptions of interviews and text translations and corrections, specially throughout the coursework process. Students must clearly identify any parts generated with these technologies, specify the tools used, and include a critical reflection on how AI has influenced the process and final outcome of the assignment. Failure to disclose the use of AI in this assessed activity will be considered a breach of academic integrity and may result in a partial or total penalty to the assignment grade, or more serious sanctions in severe cases.

Students who commit any irregularity (copying, plagiarism or impersonation) that may lead to a significant variation in the grade of an activity or evaluation test will be graded with a zero for the course.

## Bibliography

### IDEOLOGY, IDENTITIES, DIVERSITY, INTERCULTURALITY, NATIONALISMS

- Allen, Amy (2016). "Feminist Perspectives on Power", The Stanford Encyclopedia of Philosophy (Fall 2016 Edition), Edward N. Zalta (ed.) <https://plato.stanford.edu/archives/fall2016/entries/feminist-power/>
- Herrera, Sonia; García-Grenzner, Joana; Giró, Xavier; Turned, Vera; Serra, Laila (2017). *Telenoticias y violencias machistas. Un análisis crítico.* (SUDS & OCC)  
[https://www.researchgate.net/publication/318493408\\_Telenoticias\\_y\\_violencias\\_machistas\\_Un\\_analisis\\_critico](https://www.researchgate.net/publication/318493408_Telenoticias_y_violencias_machistas_Un_analisis_critico)
- Miheji, Sabina (2011). *Media Nations. Communicating Belonging and Exclusion in the Modern World.* Palgrave Macmillan.
- Thompson, John. B. (1990). *Ideology and Modern Culture.* Standford University Press.
- Van Dijk, Teun. (1998). *Ideología.* Gedisa.

### INTERCULTURALITY and HYBRIDIZATION. SPACES and BORDERS

- García Canclini, Néstor (2001). *Culturas híbridas.* Gedisa.
- Reguillo, Rossana (2000). *Emergencia de culturas juveniles: estrategias del desencanto.* Norma.
- Rodrigo Alsina, Miquel (2000). *Identitat i comunicació intercultural.* Edicions 3i4.

### THEORY OF CONFLICTS, MEDIA, DISCOURSES and IDENTITIES

- Galtung, Johan (2003) *Paz por medios pacíficos : paz y conflicto, desarrollo y civilización.* Bakeaz; Gernika-Lumo: Gernika Gogoratuz.
- Lederach, Jean Paul (2010) *Transformació de conflictes: petit manual d'ús.* Icaria -ICIP.
- Lynch, Jake(2005) *Peace Journalism* Hawthorn Press.

### THEORETICAL MODELS ABOUT THE FUNCTIONING OF THE MEDIA

- Cottle, Simon (2006) *Mediatized Conflict: Developments in media and conflict studies.* Open University Press.
- 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-August1996: 115-128.

- Ibarra, Pedro; Idoyaga, Petxo (2016). "Racionalidad democrática, transmisión ideológica y medios de comunicación". *ZER, Revista de estudios de Comunicación* 3 (5) <https://doi.org/10.1387/zer.17368>

#### CRITICAL DISCOURSE ANALYSIS APPLIED TO MEDIA

- Giró, Xavier (2024). *Contra la neutralitat. Un periodisme de pau i de lluita*. Pol·len edicions i Crític.

- Van Dijk, Teun. (2009). *Discurso y Poder*. Gedisa.

- Wodak, Ruth; Meyer, Michael (2016) (3rd ed). *Methods of Critical Discourse Studies*. Sage.

#### RACISM AND XENOPHOBIA

- D.A. (2015) *Propostes per a la millora del tractament informatiu de la immigració*. Debats 11. Fundació Bofill <https://fundaciobofill.cat/publicacions/propostes-la-millora-del-tractament-informatiu-de-la-immigracio>

- 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. <https://rua.ua.es/dspace/handle/10045/16232>

- Ruiz Aranguren, Maria; Cantalapiedra González, M. José (2017) La imagen negativa de la inmigración en los medios: ¿cuestión de estrategia? A *Estudios sobre el Mensaje Periodístico* vol. 24 núm 1 (2018) <http://dx.doi.org/10.5209/ESMP.59955>

- Van Dijk, Teun (1997). *Racismo y análisis crítico de los medios*. Paidós.

- Zygmunt, Bauman (2016). *Extraños llamando a la puerta*. Paidós.

## Software

No specific requirements.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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