

Degree programme	Type	Course
Media, Communication and Culture	OP	0

Contact lecturer

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Prerequisites

Group languages

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

Objectives

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:

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

The course content will be sensitive to issues related to gender perspective and the use of inclusive language.

Learning outcomes

1. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
2. Continue the learning process, to a large extent autonomously.
3. Lead and work in interdisciplinary teams.
4. Know how to identify the intersection of gender inequality with other inequalities (age, class, race, sexuality and identity/gender expression, functional diversity etc.).
5. Identify and be able to analyse the structure causes and effects of violence against women and other gender violence.
6. Recognise the role of the media, audio-visual productions and advertising in the construction of gender relations and sexual and gender identity.
7. Know how to identify the role of ICT in the transmission of gender stereotypes and apply measures to avoid them.
8. Produce journalistic discourses to facilitate the resolution of conflicts and coexistence.
9. Design, plan and manage projects builders communicative coexistence

10. Design communication strategies for the deconstruction of prejudices and stereotypes
11. Develop non-discriminatory discursive strategies for media
12. Design, plan and direct communication projects for businesses and social organisations.
13. Evaluate the results of implementing communication projects.
14. Demonstrate understanding of the theories of conflict and ability to apply them to the required conditions.
15. Demonstrate understanding of the productive logic of the media.
16. Create identity-building strategies and elements of discourse.

Contents

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 Multiculturality 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.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Readings using Learning Through Discussion method.	90	3.6	1, 2, 4, 5, 6, 7, 8, 9, 10, 13, 14, 16
Teamwork to plan and evaluate strategies	30	1.2	1, 2, 3, 4, 9, 10, 11, 13, 14, 16
Classes	30	1.2	1, 2, 3, 4, 8, 10, 11, 13, 14, 15

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 the various teaching materials deemed appropriate by the instructors 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.

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for Support tasks, such as bibliographic or information searches, transcription, text correction, or translations. 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.

Any student suspected of submitting assignments that have been generated by AI, written by others or copied; include unattributed AI-generated content, or fall outside the permitted scope, may be asked to provide the preliminary work or other materials that can demonstrate it is original work and the result of their own authorship. They may also be asked to separately explain or justify their work. Teachers may also use AI detection systems or carry out any verification tasks they deem appropriate. If, after review, the instructor detects irregularities, the assignment may be graded zero, and the student may be subject to further disciplinary action.

The performance of any irregularity in an evaluation act (academic fraud, plagiarism or improper use of AI, which may lead to a significant variation in the grade, assumes that this act will be graded with a 0. In the event that the teaching guide foresees that in order to pass the subject it is an essential requirement to have obtained a minimum grade in this evaluation act or that there are several irregularities in the evaluation acts of the same subject, the final grade of this subject is 0. Apart from this, a disciplinary process may be instructed to the student that incurs any of these irregularities.

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	Weight	Hours	ECTS	Learning outcomes
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Essay - analysis of a coverage and counter strategy design.	45%	0	0	1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 14, 16
Participation in class discussions.	10%	0	0	4, 6, 11, 14
Writing of two essays based on the course debates or bibliography - individual activity.	25%	0	0	1, 2, 4, 5, 6, 7, 8, 11, 15, 16
Group activity conducted in class using real-world case studies.	20%	0	0	1, 2, 4, 5, 6, 7, 13, 14, 15, 16

CONTINUOUS ASSESSMENT

1. Individual contributions in the form of an essay to two of the course debates (25% of the grade)

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

2. In-class group activities (20% of the final mark)

Throughout the semester, two team activities will be carried out in class, the results of which must be submitted at the end of the session.

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.

4. Class participation (10%)

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

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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.
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THEORETICAL MODELS ABOUT THE FUNCTIONING OF THE MEDIA

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

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CRITICAL DISCOURSE ANALYSIS APPLIED TO MEDIA

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- 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>
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Software

No specific requirements.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TEm) Theory (master)	40	Spanish	first semester	afternoon