COURSE DATA

Data Subject

Code	36551
Name	Historia de la comunicación
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1333 - Degree in Audiovisual Communication	Faculty of Philology, Translation and Communication	1	Second term

Subject-matter

Degree	Subject-matter	Character
1333 - Degree in Audiovisual Communication	2 - Comunicación	Basic Training

Coordination

Name	Department
LLORCA ABAD, GERMAN	340 - Language Theory and Communication Sciences

SUMMARY

The history of communication is a diachronic framework subject that analyzes the evolution of communication as a political, economic, cultural and technological event. Due to the fact that audiovisuals are included in this field of knowledge, special relevance will be given to both the historical conformation of it, as well as its expression in specific media such as radio, print media and television. The digitalization process of communications has meant a profound transformation of the field, especially in the last 20 years. The contents of the subject focus attention also to them, analyzing the most important changes in relation to the current "information society". The objective is to provide students with a solid historical vision of their field of specialty.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Attendance to lectures does not require any prior expertise, since the basic knowledge on the subject is acquired with regular attendance to face-to-face lessons. Knowledge of image analysis and speech are transverse to Audiovisual Communication studies.

OUTCOMES

1333 - Degree in Audiovisual Communication

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

- Students should be able to work as a team, communicate their own ideas and integrate themselves into group projects aimed at achieving results.

- Students should have the capacity and creativity to take expressive and thematic risks within the availability and time constraints of the communicative production, applying solutions and perspectives based on the development of the projects.

- Students should be able to adapt to technological and socio-occupational changes.

- Students should be able to obtain and select relevant information and sources in order to solve problems and elaborate on strategies.

- Students should possess the ability to organise and plan their tasks, performing them in an orderly manner and prioritising the journalistic processes in a logical manner.

- Students should show solidarity with people across the planet, as well as knowledge of the main cultural currents in relation to individual and collective values and respect for human life.

- Students should be able to express themselves fluently and effectively in their own languages, as well as in a third language (preferably English), taking advantage of the linguistic and literary resources that are most appropriate for the different forms of media.

- Students should be able to search for, select, read, interpret and analyse both written and audiovisual texts and documents (analytically, synthetically and critically).

- Students should have initiative, creativity, credibility, honesty, leadership spirit and responsibility, both personally and professionally.

- Students should have an understanding of own and other social, historical, economic and cultural aspects within their relevant contexts.

- Students should be able to experiment and innovate through the understanding and use of the applied methods and technologies.

- Students should be able to defend a culture of peace and respect for the fundamental human rights within the processes of communication, specifically in regards to equality between women and men in all types of communication (informative, interpretative, semiotic, dialogic and opinion).

- Students should have an understanding of the different languages, codes and modes of representation used in the different technological and audiovisual mediums such as photography, cinema, radio, television, electronic image and video, internet etc., through their own individual industries and aesthetics, as well as through the evolution of their social and cultural relevance through time. This should generate the ability to analyse stories and audiovisual works, considering the iconic messages of the texts as products of the social, political and cultural conditions in which they were produced.

- Students should have a practical and theoretical understanding of the organisation structures within sound and visual communication, as well as its evolution and development over time, including audiovisual taxation. This also includes knowledge of, and research into, the interrelations between the natures of the subjects within audiovisual communication: authors, institutions, companies, the media, storage and recipients.

- Students should understand and be able to apply resources, elements, methods and procedures to build and analyse both linear and non-linear audiovisual narratives. This includes design, the establishment and development of strategies, and the application of the policies of persuasive communication within the audiovisual markets.

- Students must be capable of applying techniques and processes of creation and technical or human resources necessary for the design of the production of an audiovisual work from its stage elements and brand image until its graphic commercialisation project.

- Students must be able to search, select and organise any type of audiovisual document in a database, as well as their use in different audiovisual formats using digital methods.

- In terms of creativity, students must be able to take expressive and thematic risks within the framework of availability and in terms of audiovisual communication. They must be able to apply personal solutions and points of view in the development of projects.

- Students must be able to develop their own work, both in terms of creation and research, whilst putting into practice the skills that they have acquired. They must know how to take responsibility for their own projects (although this would be under the guidance of a tutor).

- Students must be able to deepen their acquired knowledge and to develop and apply these skills in the various fields of audiovisual communication.

LEARNING OUTCOMES

To refer a fundamental vision of the contents, competences and skills to be acquired, as well as a clear perspective of the most relevant and necessary conceptual delimitations. Use the relevant guidelines regarding the treatment of the proposed texts for individual reading, analysis and study.

DESCRIPTION OF CONTENTS

1. Some ideas for an introduction
Some ideas for an introduction
Some ideas for an introduction

1. SOME IDEAS FOR AN INTRODUCTION
1.1. The Cognitive Revolution
1.2. First talk, and then write
1.3. What was communicated?
1.4. Create, preserve, and transmit
1.5. This subject in ten minutes

2. The history of mediation

1.1. Focus
1.2. In the middle Ages
1.3. In the Renaissance
1.4. In the Modern Era I
1.5. In the Modern Era II

3. The modern communication

3.1. The Nation-States
3.2. Progress and communication
3.3. More in relation to this...
3.4. The incipient "mass-communication"
3.5. Mass societies

4. The mass-communication

4.1. The arrival of the XX century
4.2. The interwar stage
4.3. Peace, prosperity and Cold War
4.4. Television and more Television
4.5. The digitalization

5. The multitude-communication

5.1. The arrival of the 21st century
5.2. The hardware revolution
5.3. The software revolution
5.4. Internet for everything
5.5. The network society

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Attendance at events and external activities	5,00	0
Development of group work	10,00	0
Development of individual work	5,00	0
Study and independent work	15,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	15,00	0
Preparing lectures	6,00	0
Preparation of practical classes and problem	15,00	0
Resolution of case studies	8,00	0
Resolution of online questionnaires	1,00	0
TOTAL	**150,00**	

TEACHING METHODOLOGY

All new content is progressively introduced and rooted in student's previous knowledge. Students ought to actively participate within the dynamics of learning. The teaching is carried out twice a week in 2 hours long face-to-face sessions. In each of those sessions, the teacher will introduce new concepts and ideas, and will instruct the students in how to approach specific bibliography and how to plan daily activities.

Lectures will be participative and the teacher will constantly encourage students to take part in the debates around concepts. The teacher also suggest as good habits students can improve on their own:

a) selection and working on recommended documentary sources

b) full cooperation with other students

c) research on recommended texts and bibliography

d) analytical and systematic monitoring of corporate and advertising speeches

The teacher undertakes the commitment of helping and mentoring the student after class, through face-to-face coaching, e-mail or *aula virtual* messaging system. General recommendations for the students:

a) invest extra time reading and preparing the subject

b) invest extra effort making practical works

c) invest extra time and effort preparing the final evaluation

EVALUATION

Due to the theoretical approach of this subject, the following evaluation work is proposed:

- Realization in group of a written essay: 80% of the final score

- Individual review of one of the books present at the bibliography: 10% of the final score.

- Final essay: 10% of the final score.

The teacher will provide the students with the guidelines for the realization of the work and will follow the elaboration process with periodic meetings during the semester.

Spelling mistakes on written test and essay will detract half point of the final score. Three spelling mistakes will imply failing the test or the essay. A similar criterion will apply to tilde symbols. Each lacking or badly used tilde symbol will detract 0'25 points from the final score. Five or more mistakes on this behalf will imply failing the test or the essay.

Attending lectures, activities and mentorship sessions will be *positively* evaluated, but it is no measurable part of the final score. The use of mobile phones is prohibited, except when it is used as a working tool, after explicit indications of the teacher. With this warning, the improper use of this device may lead to the temporary expulsion of the student from the class.

The only valid telematic means of communication with the professor is the official email service of the UVEG, as well as the official messaging system of the Aula Virtual classroom of the UVEG. The professor keeps the right to make the official communications considered appropriate, in time and form during the course, through these channels (indications on mandatory readings, delivery and deadlines for submission of works, notice of tests, groups distribution, etc.).

The student has the obligation to periodically check (at least once a week) their official email account of the UVEG. The teacher does not consider any other means of communication valid and in case of a claim, only the communication that has been established through the official email of the UVEG or Aula Virtual classroom of the UVEG will be estimated and evaluated.

REFERENCES

Additional

- Referencia c1:
  P. Barea. La estirpe de Sautier. La época dorada de la radionovela en España (1924-1964), Madrid. El País/Aguilar: 1994.
  Referencia c2:
  J. M. Bernardo Paniagua. El sistema de la comunicación mediática. De la comunicación interpersonal a la comunicación global. Valencia. Tirant lo blanch: 2006.
  Referencia c3:
  J. M. Contreras y M. Palacio. La programación de la televisión. Madrid. Síntesis: 2001.
  Referencia c4:
  C. Garitaonaindía. La radio en España (1923-1939). De altavoz musical a arma de propaganda. Madrid. S. XXI: 1988.
  Referencia c5:
  J. Gavaldà. Una cultura acústica. Notas de otra radio. Valencia. Ediciones Episteme: 1999.
  Referencia c6:
  J. C. Rueda Laffond y M. Chicharro Merayo. La televisión en España (1956-2006). Política, consumo y cultura. Madrid. Fragua: 2006.
  Referencia c7:
  A. Vallès Copeiro Del Villar (comp.). Historia de la radio valenciana. Valencia: CEU: 1999.
  Referencia c8:
  J. A. Ventín Pereira. La guerra de la radio (1936-1939). Barcelona. Mitre: 1986.

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ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. Contents

Given the theoretical nature of the subject, the contents remain unchanged from the current teaching guide.

2. Workload and teaching schedule

The amount of work and the temporary planning of teaching is unchanged.

3. Methodology

The non-presential or semi-presential teaching methodology will be the one set at the current teaching guide, and will be carried out with the digital tools provided by the UVEG. Virtual teaching will be synchronized with the scheduled time through videoconference and/or chat.

4. Assessment

The assessment of the subject is the one that appears in the teaching guide.

5. Bibliography

The bibliography is the one that appears in the teaching guide.