

**COURSE DATA****Data Subject**

<b>Code</b>	36552
<b>Name</b>	Estructura de la comunicació
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1333 - Degree in Audiovisual Communication	Faculty of Philology, Translation and Communication	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1333 - Degree in Audiovisual Communication	2 - Comunicació	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
GAMIR RIOS, JOSE VICENTE	340 - Language Theory and Communication Sciences

**SUMMARY**

The subject of Communication Structure studies the materialization in systems of the communicative and cultural industries, with a historical, economical, political, sociological and technological perspective, at the local, micro-regional, state, macro-regional and global levels.

**PREVIOUS KNOWLEDGE****Relationship to other subjects of the same degree**



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

### **Other requirements**

No prior knowledge is required.

## **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

The student should know

- The social importance of the communication and cultural industries, and their business dimension.
- The functioning of the world information system, as well as its characteristics, its levels and flows, the doctrine that supports it, the failure to establish a New World Information and Communication Order, and the dependencies and inequalities it generates.
- The trends of the communication and cultural industries, as well as the composition and characteristics of the communication markets in the US and the European Union.
- The main communicative and political characteristics of the liberal, democratic-corporate and pluralist-polarized media systems.
- The regulation, evolution, composition, characteristics and trends of the Spanish media system and the Valencian media system.

On the other hand, students should acquire an analytical skill that enables them to understand from a critical perspective the functioning of cultural industries, as well as their relationship with the political and economic spheres, and their influence on the construction of reality.

## DESCRIPTION OF CONTENTS

### 1. The Structure of Communication and the Political Economy of Communication

Unit 1. Introduction to the Structure of Communication. 1.1. From interpersonal communication to mass communication. 1.2. The social importance of the media (I): centrality of the media system in the public space. 1.3. The social importance of the media (II): mediatization of the political debate. 1.4. The study of the Structure of Communication.

Unit 2. The perspective of the Political Economy of Communication. 2.1. Principles of the Political Economy of Communication. 2.2. The importance of media ownership. 2.3. The importance of the content of cultural products. 2.4. The social repercussions of the media.

Unit 3. The business dimension of information companies. 3.1. Concept and constituent elements of informative companies. 3.2. Distinctive features of information companies. 3.3. The power to inform and information as an economic good. 3.4. Types of information companies. 3.5. Funding of traditional





information companies. 3.6. Business models of information companies on the internet.

## **2. The world information system and global trends in the communication industries**

Unit 4. The world information system. 4.1. Economic, political and cultural globalization. 4.2. Characteristics of the international media system. 4.3. The doctrine of the free flow of information: concept and imposition. 4.4. The MacBride report: context, proposals and attempt to establish the New World Order of Information and Communication. 4.5. International Information levels and flows. 4.6. Cultural imperialism.

Unit 5. Global trends in the communication industries. 5.1. Political deregulation. 5.2. Business concentration. 5.3. Integration and media conglomeration. 5.4. Digitization of information. 5.5. Technological convergence.

Unit 6. The communication market in the US and the EU. 6.1. US media groups. 6.2. Evolution of the European market. 6.3. Trends and characteristics of the European market.

## **3. Communication spaces**

Unit 7. The research on communication systems. 7.1. The beginning of the research of communication systems: "Four theories of the press". 7.2. The current investigation of communication spaces from the "Comparing Media Systems" book. 7.3. Media system characteristics. 7.4. Political system characteristics.

Unit 8. The liberal communication model. 8.1. The communication market. 8.2. The political parallelism. 8.3. Journalistic professionalism. 8.4. The role of the state. 8.5. Political dimension.

Unit 9. The corporate democratic communication model. 9.1. The communication market. 9.2. The political parallelism. 9.3. Journalistic professionalism. 9.4. The role of the state. 9.5. Political dimension.

Unit 10. The polarized pluralistic communication model. 10.1. The communication market. 10.2. The political parallelism. 10.3. Journalistic professionalism. 10.4. The role of the state. 10.5. Political dimension.

## **4. The spanish media system**

Unit 11. The Spanish media system. 11.1. Regulation. 11.2. Media groups. 11.3. Features, audiences and advertising market.

Unit 12. The Spanish press system. 12.1. Evolution. 12.2. Organization. 12.3. Current situation.

Unit 13. The Spanish radio system. 13.1. Evolution. 13.2. Organization. 13.3. Current situation.

Unit 14. The Spanish television system. 14.1. Evolution. 14.2. Organization. 14.3. Current situation.

**5. The media system of the Valencian Community**

Unit 15. The media system of the Valencian Community. 15.1. Features, audiences and markets. 15.2. The press system: evolution and current situation. 15.3. The radio system: evolution and current situation. 15.4. The television system: evolution and current situation.

Unit 16. The Valencian public communication space. 16.1. Creation and model of RTVV. 16.2. RTVV evolution. 16.3. The end of RTVV. 16.4. Creation and model of the CVMC.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Development of group work	40,00	0
Study and independent work	30,00	0
Readings supplementary material	10,00	0
Preparing lectures	10,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

Teaching will be developed through two weekly sessions of two hours and the participation of the students in various tutorials throughout the course for the development of a group research paper on the materialization of the communication structure and / or its influence in the media construction of reality.

Sessions will consist of a first block of collective analysis of the materialization of the communication structure and its influence on the media construction of reality, based on the practical cases previously provided by the students through the virtual classroom. In the more extensive second block, teacher will combine the methodologies of the master class and the dialogue class to present the content of the subject.

**EVALUATION**

Exam (50%). Answer to different questions, based on the content provided by the teacher in the lectures, teaching materials and reference texts.

Paper (40%). A collaborative paper on the implementation of the structure of the communication and/or its influence on the media construction of reality. The subject of the paper will be agreed with the teacher and developed under his supervision during the course. Each group of students will present its paper in the last sessions of the course.



Participation (10%). Contribution of practical cases on the materialization of the structure of the communication and/or its influence on the media construction of reality in the virtual classroom, as a basis for discussion and analysis sessions at the beginning of each class. The participation of the students in these sessions will also be valued.

Observations:

- It is necessary to pass both the exam and paper to pass the subject.
- The presence of orthographic mistakes both in the exam and paper will be penalized.
- The inclusion of material prepared by third parties without mention the source will lead to the suspension of the paper and the subject.
- Class attendance and participation in group tutorials of research work will be valued.

## REFERENCES

### Basic

- Bustamante, Enrique (2013). Historia de la Radio y la Televisión en España. Una asignatura pendiente de la democracia. Barcelona: Gedisa.
- Carbonell Abelló, Josep Maria (2012). El futuro de la comunicación: Redes, medios y poder. Barcelona: Editorial UOC.
- Caro González, Francisco J. (2007). Gestión de empresas informativas. Madrid: McGraw-Hill
- Castells, Manuel (2009). Comunicación y poder. Madrid: Alianza.
- Croteau, D. y Hoynes, W (2014). Media & Society: Industries, Images and Audiences. Thousand Oaks, California: Sage.
- Jones, Daniel E. (2005). Aproximación teórica a la estructura de la comunicación. En Sphera Pública, no 5.
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- López García, Guillermo; Gamir Ríos, José; y Valera Ordaz, Lidia (2018). Comunicación política: teorías y enfoques. Madrid: Síntesis.
- López García, Guillermo (ed.) (2019): La comunicació en la Comunitat Valenciana (2010-2018): crisi i canvi. Editorial Alfons el Magnànim.
- MacBride, Sean (ed.) (1980): Un solo mundo, voces múltiples. México: Fondo de Cultura Económica.
- Martínez Vallvey, Fernando (2016). La comunicación y su estructura en la era digital. Madrid: CEF.
- Reig, Ramón (2011): Los dueños del periodismo. Claves de la estructura mediática mundial y de España. Barcelona: Gedisa.
- Serrano, Pascual. (2010). Traficantes de información: La historia oculta de los grupos de comunicación españoles. Madrid: Akal.
- Serrano, Pascual. (2016): Medios democráticos. Una revolución pendiente en la comunicación. Editorial Akal.
- Vidal Beltrán, José María (2019). Libertades informativas y medios de comunicación. Valencia: Tirant lo Blanch.



## ADDENDUM COVID-19

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

### HYBRID LEARNING MODE (BLENDED)

#### 1. Contents

The contents initially collected in the teaching guide are maintained.

#### 2. Workload and teaching schedule

Maintaining the weight of the different activities that add up the hours of dedication in ECTS credits marked in the original teaching guide

#### 3. Methodology

Theoretical (classroom) class / BBC synchronous videoconference

Publication of materials in AV

Tasks by AV

Discussions at the AV forum

Videoconference tutoring

#### 4. Assessment

Tests in VA (50%). Tests in VA after the ending of the most relevant issues.

Paper (40%). Continuous development throughout the course of a group research paper on the structure of a media group and / or the media construction of reality, on a theme agreed with the teacher and developed in a tutored way. The paper will have a limited space of 10,000 words.

Participation (10%). Contribution of practical cases on the content of the subject to the virtual classroom; debate and analysis by the students in the virtual classroom.

#### 5. Bibliography

The recommended bibliography is maintained because it is summarized in the teaching materials.