



IDENTIFYING DATA

Sociology: Sociology of Communication

Subject	Sociology: Sociology of Communication			
Code	P04G071V01102			
Study programme	Grado en Comunicación Audiovisual			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Basic education	1st	1st
Teaching language	Spanish Galician			
Department				
Coordinator	Lage Picos, Jesús Adolfo			
Lecturers	Lage Picos, Jesús Adolfo			
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Web				
General description	The subject educates in the identification of the historical referents that award social and cultural importance to the audiovisual communication; it introduces in the theoretical approaches of the sociology of the communication, and in the analysis and critical evaluation of the audiovisual activity in the context of the local , national and international competition.			

Training and Learning Results

Code	
A3	Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética
B1	Conocer las características esenciales de la comunicación, sus elementos y sus resultados.
B2	Conocer la realidad político-social del mundo en la era de la comunicación global.
B4	Exponer los resultados de los trabajos académicos de manera escrita, oral o por medios audiovisuales o informáticos de acuerdo a los cánones de las disciplinas de la comunicación.
B5	Conocer los valores constitucionales, principios éticos y normas deontológicas aplicables a la comunicación audiovisual, en especial las relativas a la igualdad de hombres y mujeres, a la no discriminación de personas con discapacidad y al uso no sexista de la imagen femenina en los medios de comunicación de masas.
C2	Critically perceive the audiovisual world as the result of socio-political and cultural conditions linked to a certain historical period.
C15	Know the foundations of the history and theory of communication.
D2	Comunicar por oral y por escrito en la lengua gallega.
D3	Sostenibilidad y compromiso ambiental. Uso equitativo, responsable y eficiente de los recursos.

Expected results from this subject

Expected results from this subject	Training and Learning Results			
	A3	B1	C2	D2
1 - Identify the historical references that give social and cultural relevance to audiovisual communication.		B1	C2	D2
2 - Recognize the theoretical approaches of the sociology of communication.		B2	C15	D3
3 - Analyze audiovisual activity in the context of local, national and international competition.		B4		
4 - Critically evaluate the new audiovisual landscape, network relationships, and identities.		B5		
5 - Interpret the political-social reality of the world in the era of global communication.				
6 - Properly present the results of academic work, work as a team and communicate one's own ideas.				
7 - Take risks, applying solutions and personal points of view in the development of projects.				

Contents

Topic

1. The role of communication and the emergence of modern society.	. Historical juncture of the birth of modernity and the sociological perspective. . The media and the development of modern societies.
2. Actors and communication processes: social change, culture and power.	. Theoretical paradigms of the interpretation of social change, culture and power. . Globalization and its faces. . Agents, interactions and power networks in the sphere of the media.
3. Evolution, order, conflict, and mass communication in the sociological explanations of modernity.	. Theories and research in communication. . Digitization and the revolution in the institutionally mediated communication system.
4. Synergies between globalization processes and communication technologies.	. Media paradigms, studies and characteristics of public opinion. . Media communication, the public sphere, and culture.
5. Innovation, active audiences and identities in contemporary society and culture.	. The digital age, media references, culture, and the construction of identities. . The culture of innovation in the new informational economy.

Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	16.5	15	31.5
Debate	19.5	0	19.5
Mentored work	2	0	2
Problem solving	7.5	15	22.5
Objective questions exam	0.5	7	7.5
Objective questions exam	0.5	7	7.5
Objective questions exam	0.5	7	7.5
Objective questions exam	0.5	7	7.5
Objective questions exam	0.5	7	7.5
Essay	0	10	10
Essay questions exam	2	25	27

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Lecturing	The lecturer introduces and exposes the concepts and contents of each of the topics, informing about the procedures, texts, or other materials that allow the expositions to be followed and the subject to be deepened.
Debate	Exhibition, analysis and open discussion between students and lecturer, on topics related to the content of the subject.
Mentored work	Preparation of a group work on social issues that affect youth, previously delimited in the practical classes.
Problem solving	Based on the teacher's introductions in the theory classes, the students must work on the proposed texts or materials to answer, comment, and assess the questions raised.

Personalized assistance

Methodologies Description

Lecturing	Follow-up and attention to the doubts and problems that arise throughout the teaching and learning process.
Debate	Follow-up and attention to the doubts and problems that arise throughout the teaching and learning process.
Mentored work	Follow-up and attention to the doubts and problems that arise throughout the teaching and learning process.
Problem solving	Follow-up and attention to questions and problems that arise throughout the teaching and learning process

Assessment

	Description	Qualification	Training and Learning Results
Objective questions exam	Continuous evaluation exercise of the content introduced in topic 1, carried out during the theory classes, and combining test-type questions and short questions.	10	B1 C2 D2 B2 C15 B4

Objective questions exam	Continuous evaluation exercise of the content introduced in topic 2, carried out during the theory classes, and combining test-type questions and short questions.	10	B1 B2 B4	C2 C15	D2
Objective questions exam	Continuous evaluation exercise of the content introduced in topic 3, carried out during the theory classes, and combining test-type questions and short questions.	10	B1 B2 B4	C2 C15	D2
Objective questions exam	Continuous evaluation exercise of the content introduced in topic 4, carried out during the theory classes, and combining test-type questions and short questions.	10	B1 B2 B4	C15	D2
Objective questions exam	Continuous evaluation exercise of the content introduced in topic 5, carried out during the theory classes, and combining test-type questions and short questions.	10	B1 B2 B4	C2 C15	D2
Essay	Preparation of a group work that describes, analyzes, and reflects on social issues that affect youth, previously delimited in the practical classes.	10	A3 B4 B5	B2 C15	C2 D3
Essay questions exam	In the official exam calls, there will be a writing exercise in which you will have to answer a series of questions related to a text or material on the social analysis of communication.	40	A3 B4 B5	B1 C15	C2 D2 D3

Other comments on the Evaluation

Following the provisions of the Regulation on the evaluation, qualification and quality of teaching and the student learning process (Approved in the Cloister on April 18, 2023), **there are two continuous and global evaluation systems**. Students must choose in the first four weeks of the semester between one of the two evaluation systems. If opting for the global evaluation, the student or student will inform the teacher of their express resignation from continuous evaluation system within the period established by the center for this purpose, together with the document covered and signed for this purpose.

The detail in the methodologies collected in the preceding table, corresponds to **continuous evaluation system**. The calculation of the final qualification in this system will be weighted as specified in the table, noting that the average of the qualifications obtained in continuous evaluation exercises and the work must suppose a minimum of 5 out of 10, the same qualification minimum that will have to be obtained in the examination of development questions to be carried out on the date of the official call. In the case of obtaining the grades lower than those required, they will not be added together; if it is the case that the sum of continuous evaluation criteria adopted is equal to or greater than 5, the final qualification that will be recorded will be 4.9 Fail.

The person who does not show up for the exam will be recorded as Not Present (N.p.), even though they had followed up on the continuous assessment activities.

If opting for **global evaluation exam**, on the date and times provided by the center in the official exam calendar, the student must take the same development questions exam as the students taking the continuous assessment system (it will mean 40 % of the qualification, and a minimum of 5 must be obtained). In addition to the previous one, they will carry out a written commentary exercise on a text provided by the teacher, which they will summarize, identify the argued ideas or data relating them to the contents of the subject, and finish the commentary arguing yours opinions about what collected in the text (it will mean 20% of the qualification, and a minimum of 5 must be obtained). Finally, she will deliver a folder of reviews on a set of texts selected by the teacher, which are reported on the subject's teleteaching page. The review is a critical commentary on a work, which involves identifying the main idea or ideas collected, summarizing the data or arguments used to support what is stated, and incorporating your own reasoned opinion about what is argued in the texts. . A space will be set up on the teleteaching page to upload a digital copy of the folder, in which you will find the references of the texts to be worked on, and indications about the extension and format (it will mean 40% of the qualification, and it must be obtain a minimum of a 5). In the case of obtaining grades lower than those required, they will not be added together; if it is the case that the sum of the global evaluation criteria adopted is equal to or greater than 5, the final qualification that will be recorded will be 4.9 Fail.

The information about the evaluation tests, their format, length, evaluation rubric and delivery channels will be detailed through the MooVi platform. It is the responsibility of the student or student to be attentive to the information uploaded and collect the specific and complementary information that is necessary to pass the subject.

On the date of the second call for the subject -second opportunity-, the marks of the tests passed in the first call will be kept. In the case of the students **that they chose continuous evaluation**, when the average of the qualifications obtained in the continuous evaluation exercises and the group work is failed, since it does not reach the minimum of 5 out of 10, on the day of exam they will deliver a folder of texts, and/or exercises that the teacher will indicate at the time of the publication of the grades of the first call.

In the case of students **that they chose the global evaluation**, that they had not done or failed the text folder, they can deliver it on the day of the exam.

Sources of information

Basic Bibliography

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Busquet, J.; Medina, A., **Invitación a la sociología de la comunicación**, 1ª ed., Editorial UOC, 2014

Callejo, M.J., **Investigación de audiencias: lost in transition**, <https://doi.org/10.5209/ciyc.64636>, CIC. Cuadernos de Información y Comunicación, 2019

Castells, M., **Comunicación y poder**, 1ª ed., Alianza Editorial, D.L. 2009

Himanen, P., **La ética hacker como cultura de la era de la información. En Manuel Castells (ed.). La sociedad red: una visión global**, pp. 505-518., 1ª ed., Alianza Editorial, 2006

Pardo, A.; Sánchez-Taberner, A., **Concentración de la distribución cinematográfica en España**, DOI: 10.7238/a.v0i47.1894, Anàlisi, 47,37-56, dic 2012

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Vaskes, I., **La transestética de Baudrillard: simulacro y arte en la época de simulación total**, DOI: <https://doi.org/10.17533/udea.ef.12703>, Estudios filosóficos, 38,197-219, Agosto 2008

Complementary Bibliography

Appadurai, Arjun, **El futuro como hecho cultural. Ensayos sobre la condición global**, 1ª ed., Fondo de Cultura Económica, 2015

Baricco, A., **The Game**, 1ª ed., Anagrama, 2019

Bayoit, G., **El cambio social. Análisis sociológico del cambio social y cultural en las sociedades contemporáneas**, 1ª ed., Siglo XXI, 2008

Baudrillard, J., **Cultura e simulacro**, 1ª ed., Kairós, 1978

Bauman, Z., **Modernidad líquida**, 1ª ed., Fondo de Cultura Económica, 2003

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Beck, U., **¿Qué es la globalización?: falacias del globalismo, respuestas a la globalización**, Paidós, 1998

Bourdieu, P., **La opinión pública no existe**, 1972

Callejo, J., **Audiencias multimedia: múltiples problemas, múltiples intereses. En M. Martínez (coor.), Para investigar la comunicación: propuestas teórico-metodológicas**, pp. 53-82., 1ª ed., Técnos, 2008

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Espinar, E.; Fran, C.; González, Mª J.; Martínez, R., **Introducción a la sociología de la comunicación**, Publicaciones Univ Alicante, D.L. 2006

Francescutti, Luís Pablo, **La narración audiovisual como documento social e histórico: enfoques teóricos y métodos analíticos.**, <https://doi.org/10.5944/empiria.42.2019.23255>, Empiria, 42, 137-161., 2019

Himanen, P., **La ética del hacker**, 1ª ed., Ediciones Destino, 2002

Lipovetsky, G.; Serroy, J., **La pantalla global. Cultura mediática y cine en la era hipermoderna.**, Anagrama, 2009

Mattelart, A., **Diversidad cultural y mundialización.**, Paidós, 2006

Miguel de Bustos, J.C., **Los grupos mundiales de comunicación y de entretenimiento, en el camino hacia la digitalización**, DOI : 10.3917/enic.021.0127., Les Enjeux de l'information et de la communication, oct. 2016

Moragas, M. de, **La comunicación: De los orígenes a internet**, 1ª ed., Gedisa, 2012

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Valhondo, J.L., **Estetizar la gravedad en un documental televisivo: El modelo del engagement en la difusión de la ciencia. En Rafael L. Cabrera Collazo (ed.). De la imagen al gesto.**, ISBN: 978-84-15665-65-6, Global Knowledge Academics (GKA), 2021

Recommendations

Other comments

It is irreplaceable to carry out the recommended readings and the follow-up of other resources to facilitate the understanding of the content of the subject, encourage participation in classes, the completion of exercises, and achieve the learning results.

It is important that the student knows the resources enabled on the distance learning page, and the criteria that govern the evaluation of the subject.