

**COURSE DATA****DATA SUBJECT**

Code: 36551
Name: History of communication
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1333 - Degree in Audiovisual Communication	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1333 - Degree in Audiovisual Communication	Comunicación	BASIC

COORDINATION

GALAN CUBILLO ESTEBAN

SUMMARY

History of Communication is a basic course of the Degree in Audiovisual Communication that is part of the subject Communication.

This is a foundational, diachronic course that examines the evolution of communication as a social, technological, and specifically communicative phenomenon. However, since it is part of the field of audiovisual knowledge and practice, special attention will be given to the historical development of this field in general, as well as to its manifestation in specific media such as radio, television, and the digital communication platforms that have become consolidated in the 21st century.

This course aims to provide a panoramic and critical overview of the historical evolution of human communication, from the earliest forms of expression to the emergence of contemporary mass media. It will analyze the development of the main communication media and their impact on the configuration of modern societies. Furthermore, the relationships between the different systems of message production and dissemination and the social, economic, and political changes that have accompanied the evolution of the media will be studied. The course also includes the analysis of the history of the media in Spain and in the international context.



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 other types of requirements are considered.

COMPETENCES / LEARNING OUTCOMES

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

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

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

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

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

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

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 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.

DESCRIPTION OF CONTENTS

1. Communication in the Ancient World

In this unit, the importance of communication as a key element for social development, as well as for cultural and commercial development and exchange, is analyzed.

- 1.1. Communication in early human communities
- 1.2. Orality and knowledge transmission
- 1.3. Early forms of writing and record keeping
- 1.4. Social and cultural function of mythological narratives
- 1.5. Communication in ancient trade and diplomacy

2. Under the Domination of the Medium

This topic analyzes the relationship between historical events and the evolution of social communication in the Middle Ages. The different forms of information circulation in cities that were gaining importance are also reviewed.

- 2.1. Communication and the Church
- 2.2. Manuscripts and knowledge transmission
- 2.3. Communication in service of feudal power
- 2.4. Communication and medieval social movements
- 2.5. New languages and popular expressions

3. The Emergence of the Printing Press

This chapter analyses how the printing press transformed social communication during the Renaissance, facilitating the spread of culture and knowledge.

- 3.1. Gutenberg and the typographic revolution
- 3.2. Expansion of public and private reading
- 3.3. The Reformation and media counter-reformation
- 3.4. The press as an ideological control tool
- 3.5. New forms of knowledge dissemination



4. The Press as an Ideological Apparatus of the State

This section analyzes the consequences of the consolidation of the bourgeoisie and the implications that the emergence of this new social class had on freedom of expression and the decline of the feudal model.

- 4.1. The press during absolutism
- 4.2. Censorship and government control
- 4.3. Public opinion and the emerging bourgeoisie
- 4.4. Press and political propaganda
- 4.5. Early legislations on press freedom

5. Counter-Revolution within the Revolution

This chapter analyzes how communication was affected by the French Revolution and the profound transformations that followed in the following decades.

- 5.1. Media and popular mobilization
- 5.2. Revolutionary press
- 5.3. Post-revolution censorship
- 5.4. New forms of information control
- 5.5. Communication and political change

6. The emergence of the market

In this section, the analysis focuses on how the French Revolution manipulated social communication, reflecting the struggle between new social forces and the old regime

- 6.1. Birth of the industrial press
- 6.2. Commercialization of information
- 6.3. Advertising and media business model
- 6.4. Professionalization of journalism
- 6.5. Expansion of the reader market

7. Imperial Expansion and Class Struggle

This chapter analyzes imperial expansion and class struggle, highlighting the influence of industrial capitalism and changes in power relations. It emphasizes the importance of working-class consciousness and revolutionary propaganda in this context.

- 7.1. Workers' and trade union press
- 7.2. Media and colonialism
- 7.3. Imperialist propaganda



- 7.4. Media and social struggle
- 7.5. Communication and political conflict

8. The Revolt of the Masses

This chapter analyzes the influence of the masses in modern society and the need to control them through social communication, highlighting the role of mass media.

- 8.1. Mass society and popular culture
- 8.2. Theories on media manipulation
- 8.3. Creation of mass audiences
- 8.4. Propaganda and public opinion
- 8.5. Communication as a tool for social cohesion

9. 1918 to 1945: The voice of its master

This chapter analyzes the transformation of social communication into political and commercial propaganda between 1918 and 1945, highlighting the use of cinema, radio, and television.

- 9.1. Cinema and propaganda
- 9.2. Radio as a political medium
- 9.3. Emergence of television
- 9.4. State control of the media
- 9.5. Media and psychological warfare

10. Misery and Opulence of Communication

This chapter analyzes inequality in social communication, with technology and media dominated by economic powers, creating informational opulence that hides communicative misery.

- 10.1. Media concentration
- 10.2. Digital divide and access inequality
- 10.3. Globalization of information
- 10.4. New technological monopolies
- 10.5. Ethical and social challenges of contemporary communication

Learning outcomes

These contents will be reflected in the following **learning outcomes**. By the end of the course, students will be able to:



- Know the codes and modes of representation specific to audiovisual communication.
- Identify the social, cultural, and historical relevance of the aesthetic proposals of the audiovisual industries.
- Carry out analysis of audiovisual narratives and works.
- Identify the organizational structures in the field of visual and sound communication.
- Understand the interrelationship between the subjects involved in audiovisual communication: authors, institutions, companies, media, platforms, and audiences.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	30,00
Preparation of lessons	10,00
Preparation for assessment activities	20,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

In-person activities

Face-to-face teaching will follow the following methodologies:

- **Lectures.** Theoretical sessions in which the faculty will present the fundamental contents of each topic, using presentations, audiovisual resources, and other teaching materials. Active participation of students will be encouraged through questions, guided debates, and critical analysis of the concepts presented.
- **Debates and seminars.** Key texts and audiovisual documents will be worked on in the classroom to allow students to reflect on the historical role of the media in different socio-historical contexts. This activity aims to strengthen critical and argumentative skills.
- **Case study analysis.** Relevant historical cases will be presented and analyzed (such as communication during armed conflicts or the social impact of the printing press) so that students can apply theoretical content to real situations in the history of communication.

Non-presential activities



Students will carry out the following non-presential activities:

- **Class preparation.** Students will prepare articles, book chapters, and audiovisual documents for critical analysis outside the classroom. The goal is to foster reflective thinking and connect the topics covered in class with current social and media realities.
- **Study and autonomous work.** Students will dedicate time to reading and assimilating the contents discussed in face-to-face sessions, using recommended bibliography and other supplementary materials.
- **Preparation of individual or group work.** Students will produce written works, presentations, or projects related to the historical-communicative analysis linked to the thematic blocks of the course.
- **Preparation for assessment activities.** Time dedicated to reviewing, studying, and revising contents to succeed in various evaluation tests.

Sustainable Development Goals (SDGs)

This course particularly considers the following Sustainable Development Goals:

- **SDG 4: Quality Education.** Ensuring inclusive, equitable, and quality education that promotes lifelong learning opportunities.
- **SDG 5: Gender Equality.** Promoting gender equality and empowering all women and girls.
- **SDG 16: Peace, Justice, and Strong Institutions.** Promoting peaceful and inclusive societies for sustainable development, facilitating access to justice for all, and creating effective, accountable, and inclusive institutions at all levels.

EVALUATION

The general grading system will follow the Evaluation and Grading Regulations of the University of Valencia for undergraduate and master's degrees, approved by the Governing Council on May 30, 2017 (ACGUV 108/2017).

First Call

The evaluation in the first session will be carried out as follows:

- **Final written exam (50%).** Individual theoretical exam on the official syllabus content of the subject. It will assess the level of acquisition of key concepts, historical analysis skills, and the critical application of the content. Students must achieve at least a 5 out of 10 in the final written exam to calculate the average with the other evaluation components. It is recoverable in the second exam session.
- **Preparation of individual or group work (30%).** Students must complete assignments related to the course topics. These may include the analysis of historical cases, essays, or presentations on relevant communication phenomena. It is recoverable in the second exam session.



- **Active participation and practical activities in the classroom (20%).** Active participation in discussions, text analysis, and case studies proposed in the classroom will be assessed, as well as small practical activities carried out during classes. It is not recoverable in the second exam session.

Second Call

The assessment in the second examination period will maintain, if applicable, the grades obtained in the blocks passed in the first examination period. The evaluation of the blocks failed or not presented will be carried out in the following way:

- **Final written exam (50%).** Individual theoretical exam on the official syllabus content of the subject. It will assess the level of acquisition of key concepts, historical analysis skills, and the critical application of the content. Students must achieve at least a 5 out of 10 in the final written exam to calculate the average with the other evaluation components.
- **Preparation of individual or group work (30%).** Students must complete assignments related to the course topics. These may include the analysis of historical cases, essays, or presentations on relevant communication phenomena.
- **Active participation and practical activities in the classroom (20%).** It is not recoverable in the second exam session. The grade obtained in the first examination period will be maintained.

Remarks

- Both in the exam and in other tests, exercises, or written assignments, correct spelling and grammar will be required. Each mistake will result in a reduction of the grade obtained, which could lead to failing the assessment.
- In cases of detected plagiarism in any assessment task, the assignment may receive a grade of zero, regardless of any disciplinary procedures that may be initiated according to current regulations.
- Intellectual honesty is essential in the academic environment to ensure fair evaluation of students' work. All submitted work must be original. Work produced through fraudulent collaboration or with the use of artificial intelligence (ChatGPT or others) will not be accepted, unless such use is part of the course content or has been expressly authorized by the responsible teaching staff.

REFERENCES

Basic references

- Eco, U. (2016). *De la estupidez a la locura: Crónicas para el futuro que nos aguarda*. Barcelona: Lumen.
- Martínez Gallego, F. (2010). *Historia de los medios de comunicación*. Valencia: Tirant lo Blanch.
- Vázquez Montalbán, M. (2000). *Historia general de la comunicación social*. Madrid: Ediciones



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Additional references

- Eco, U. (1984). *Apocalípticos e integrados*. Barcelona: Lumen.
- Moragas, M. (Ed.) (2012). *La comunicación: De los orígenes a Internet*. Barcelona: Gedisa.
- Perceval, J.M. (2015). *Historia mundial de la comunicación*. Madrid: Cátedra.
- Peters, J.D. (2014). *Hablar al aire. Una historia de la idea de comunicación*. México: Fondo de Cultura Económica.
- Rueda Laffond, J.C., Galán, E., & Rubio, A.L. (2014). *Historia de los medios de comunicación*. Madrid: Alianza Editorial.
- Valles Copeiro del Villar, J.L. (1997). *Historia de la comunicación social*. Madrid: Síntesis.