



**COURSE DATA**

**DATA SUBJECT**

**Code:** 36600  
**Name:** Audiovisual communication and political discourse  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 4.5  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1333 - Degree in Audiovisual Communication	Facultat de Filologia, Traducció i Comunicació	3	First quarter
1333 - Degree in Audiovisual Communication	Facultat de Filologia, Traducció i Comunicació	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1333 - Degree in Audiovisual Communication	Complementos formativos de carácter optativo	ELECTIVES
1333 - Degree in Audiovisual Communication	Complementos formativos de carácter optativo	ELECTIVES

**COORDINATION**

GAMIR RIOS JOSE VICENTE

**SUMMARY**

Audiovisual Communication and Political Discourse is an elective course of the Degree in Audiovisual Communication.

Analysis of the models of representation of political discourse in the context of the transformation of the public space model of modern democracy. Study of the relationship between communication and politics in history. Telecommunication, e-communication and networks in the XXI century.

The course studies from a theoretical-analytical perspective the evolution and current stage of political communication. After reviewing the concepts of politics, public opinion and political communication, and delving into the classical theories of rhetoric, propaganda and persuasion, the course analyzes the effects of the traditional media system and the current hybrid media system on public opinion, as well as the characteristics of political communication in both systems, with special attention to the planning, creation, dissemination and circulation of their discourses in the audiovisual media and new media, and political disinformation in the post-truth era.



## 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

### 1333 - Degree in Audiovisual Communication

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 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. Politics, public opinion and political communication**

- 1.1. Politics
- 1.2. The concept of public opinion
- 1.3. The classical model of public opinion and its criticisms
- 1.4. Contemporary conceptions of public opinion
- 1.5. Elements, agents, and expressions of public opinion
- 1.6. Political communication: concept, systems, and flows

## **2. Rhetoric, propaganda and persuasion**

- 2.1. Exercise and rhetorical analysis of political speeches: inventio, dispositio, elocutio, memoria and actio
- 2.2. Propaganda: concept and principles
- 2.3. Persuasion and the characteristics of the persuasive message

## **3. The traditional media system and its effects on public opinion**

- 3.1. Mass communication and the traditional media system
- 3.2. Media effects on public opinion (1): theories of direct impact
- 3.3. Media effects on public opinion (2): limited effects paradigm
- 3.4. Media effects on public opinion (3): cognitive effects paradigm
- 3.5. The mediatization of politics: concept, media effects, political effects

## **4. Political communication and campaigning in the traditional media system**

- 4.1. Traditional political communication: first age, second age, and third age



4.2. Political marketing and campaigns: concept, functions, needs, and phases

4.3. Phase 1: analysis and research

4.4. Phase 2: strategy and message

4.5. Phase 3: dissemination and communication

## **5. Audiovisual political communication in the traditional media system**

5.1. The spot: concept, functions and types

5.2. Televised debates

5.3. TV politainment: concept, formats and effects

## **6. The hybrid media system and its effects on public opinion**

6.1. Mass self-communication and the hybrid media system

6.2. The algorithmic functioning of the new media

6.3. The effects of the new media on public opinion

## **7. Political communication and campaigning in the hybrid media system**

7.1. Political communication on the Internet: the fourth age of political communication

7.2. Evolution of political campaigns on the Internet

7.3. Potential contributions of the Internet to political communication

7.4. Political communication by e-mail, on websites and blogs

7.5. Political communication in social networks: Facebook, Twitter and Instagram

7.6. The new audiovisual political communication: current formats and platforms (Youtube, TikTok and Twitch)



## 8. Political disinformation

- 8.1. The post-truth era: polarization, populism and disinformation
- 8.2. The strategies of digital activism
- 8.3. Factors of creation, dissemination and assimilation of disinformation
- 8.4. The production of disinformation: agents and motivations
- 8.5. The alternative influence network and the manosphere

These contents will be reflected in the following learning outcomes:

- Knowing the codes and modes of representation of audiovisual communication
- Identify the social, cultural and historical relevance of the aesthetic proposals of the audiovisual industries.
- Carry out analyses of audiovisual stories and works.
- Develop a creative or research work.
- Analyse the relevance of the creativity of images.
- Present the results of the research in an appropriate way orally or by audiovisual or computer means.
- Identify the organisational structures in the field of visual and sound communication.
- Knowing the interrelation between the subjects of audiovisual communication: authors, institutions, companies, media, supports and receivers.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
<b>Total hours</b>	<b>45,00</b>

### 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	7,50
Resolution of case studies	0,00
<b>Total hours</b>	<b>67,50</b>



## TEACHING METHODOLOGY

### In-person activities

The face-to-face teaching will be developed by means of one class per week of three hours of duration that will combine the following methodologies:

- **Lecture.** Explanation by the teaching staff of the theoretical contents of the subject by means of the expository session methodology.
- **Case analysis.** Group analysis by the students of cases proposed by the teacher in relation to the theoretical contents of the subject explained in the session.
- **Classroom exposition and group work.** Presentation in the classroom by the students of the results obtained in the analysis of cases in groups.
- **Debates.** Debate by the students of current issues proposed by the teachers in relation to the contents of the subject explained in the session.

Usually, the sessions will be divided into two parts: the first part will consist of a presentation of the syllabus by the teacher; the second part will be devoted to the analysis of a case or the discussion of current issues by the students, who will work in groups. The participation in the case analysis and debates will be developed through spokespersons, who before the end of the session will have to upload a file to the virtual classroom as a memory of the activity carried out; in case they do not have a computer, they will be able to hand it in on paper. The last session of the course will be devoted to the presentation of the work done in groups throughout the course on some aspect of the subject.

### Independent activities

Students will develop the following non face-to-face activities:

- **Class preparation.** Reading of materials provided by the teacher prior to their presentation in the classroom.
- **Autonomous study and work.** Autonomous study of the contents of the course in preparation for the final written test.
- **Elaboration of group work.** Group elaboration, throughout the course and in a tutored way, of a work on some aspect of the contents of the subject agreed with the teacher at the beginning of the term. The work will be delivered and exposed in the last session of the course.

### Educational innovation

This course is part of the educational innovation Project P1EE-3901480 "Professionals in the classroom: integrating work experience into communication teaching. (ProfCom)", and follows the activities approved in this regard by the Continuing Education and Educational Innovation Service (SFPIE) amb els objectius de: 1) Increase student motivation and involvement through talks given by active professionals; 2) Encourage independent and collaborative learning; 3) Establish a channel for updating and collaboration between teachers and professionals that allows for the continuous exchange of best practices.



The course is also part of the educational innovation Project PIEC-3896297 "EIMur. Memory and multi-telling", and follows the activities approved in this regard by the Continuing Education and Educational Innovation Service (SFPIE). Among these, the dissemination of democratic memory and the channeling of class work toward knowledge of this subject stand out.

### **Sustainable Development Goals**

This course especially considers the following Sustainable Development Goals (SDGs):

- **SDG 4, Quality Education.** Target 7: ensuring that students acquire the theoretical and practical knowledge needed to promote sustainable development, human rights, gender equality, a culture of peace and non-violence, global citizenship, and the appreciation of cultural diversity and of culture's contribution to sustainable development.
- **SDG 5, Gender Equality.** Target 1: end all forms of discrimination against all women and girls everywhere.

## **EVALUATION**

The general grading system will follow the Regulation of evaluation and grading of the Universitat de València for bachelor's and master's degrees, approved by the Consell de Govern on May 30, 2017 (ACGUV 108/2017).

### **Evaluation in the first call**

The evaluation in the first call will consist of three blocks:

- **Final written exam (50%):** exam on the theoretical content of the course. It is necessary to pass the exam to pass the course. It is recoverable in the second call.
- **Presentation of schemes, summaries and proposed texts (35%):** group elaboration, throughout the course and in a tutored way, of a work on a topic related to the contents of the subject agreed with the teacher at the beginning of the term. The work will be handed in and presented in the last session of the course. It is necessary to pass the work to pass the course. It is recoverable in the second call.
- **Evaluation of attitude and participation in the class dynamics (15%):** student participation in the analysis of cases proposed by the teacher, which will be verified by means of the worksheets handed in as a memory at the end of the sessions. It is not recoverable in the second call.

### **Evaluation in the second call**

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



- **Final written exam (50%):** exam on the theoretical content of the course. It is necessary to pass the exam to pass the course.
- **Presentation of schemes, summaries and proposed texts (35%):** individual or in group elaboration of a work on a topic related to the contents of the course agreed with the teacher. It is necessary to pass the work to pass the course.
- **Evaluation of attitude and participation in class dynamics (15%):** it is not recoverable in the second call. The grade obtained in the first examination period will be maintained.

### Remarks

- Spelling and grammatical correctness will be required in the exam as well as in the rest of the tests, exercises or written assignments. Each failure will result in a reduction of the grade obtained, which may even lead to failure.
- In the case of plagiarism in an evaluation work, this may be marked with a numerical grade of zero, regardless of the disciplinary procedure that may be initiated and, if appropriate, the appropriate sanction in accordance with current legislation.
- Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All papers presented in this course must be of original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, except if their use is part of the contents of the course or is authorized by the teaching staff.

## REFERENCES

### Basic references:

- Berrocal Gonzalo, Salomé (coord.) (2017). *Politainment: La política espectáculo en los medios de comunicación*. Tirant lo Blanch.
- Canel, María José (2006). *Comunicación política: Una guía para su estudio y práctica*. Tecnos.
- López-García, Guillermo; Gamir-Ríos, José; & Valera-Ordaz, Lidia (2018). *Comunicación política: Teorías y enfoques*. Síntesis.
- Mazzoleni, Gianpietro (2010). *La comunicación política*. Alianza Editorial.
- Tucker, Joshua A.; Guess, Andrew; Barberá, Pablo; Vaccari, Cristian; Siegel, Alexandra; Sanovich, Sergey; Stukal, Denis; & Nyhan, Brendan (2018). Social Media, Political Polarization, and Political Disinformation: A Review of the Scientific Literature. *SSRN Electronic Journal*.

### Additional references:

- Capdevilla González, Arantxa (2004). La retórica del objeto: Las partes retóricas como modelo para generar significados. *Temas de Disseny*, (21), 54-61.
- Esser, Frank; & Pfetsch, Barbara (2020). Political Communication. En D. Caramani (ed.), *Comparative Politics* (pp. 336-358). Oxford University Press.
- Fenoll, Vicente; & Gamir-Ríos, José (2023). Mentiras, ideología y medios sociales. Topografía de



- la desinformación en la comunicación política digital. En G. López-García (ed.), *Ecología de la desinformación y su impacto en el espacio público* (pp. 137-155). Peter Lang.
- Gamir-Ríos, José; Cano-Orón, Lorena; Fenoll, Vicente; & Iranzo-Cabrera, María (2022). Evolución de la comunicación política digital (2011-2019): Ocaso de los blogs, declive de Facebook, generalización de Twitter y popularización de Instagram. *Observatorio (OBS) Journal*, 16(1), 90-115.
  - Gamir-Ríos, José; Cano-Orón, Lorena; & Lava-Santos, David (2022). De la localización a la movilización. Evolución del uso electoral de Instagram en España de 2015 a 2019. *Revista de Comunicación*, 21(1), 159179.
  - Gamir-Ríos, José; & Ibáñez-Cuquerella, Miguel (2022). Fascist Heroes vs. progressive policies and political correctness. Agenda and framing of the Spanish Alt-lite micro-celebrities on YouTube. *Catalan Journal of Communication and Cultural Studies*, 14(2).
  - Gamir-Ríos, José; Pop, Anastasia-Ioana; López-García, Guillermo; Llorca-Abad, Germán; & Fenoll, Vicente (2022). Unidireccionalidad, promoción partidista y polarización. Actividad en Twitter de los candidatos a la presidencia del Gobierno de España en las elecciones generales de 2019. *Profesional de la Información*, 31(2).
  - Gamir-Ríos, José; & Sánchez-Castillo, Sebastián (2022). La irrupción política del vídeo corto. ¿Es TikTok una nueva ventana para los partidos españoles? *Communication & Society*, 35(2), 37-52.
  - García Beaudoux, Virginia; & D'Adamo, Orlando (2006). Comunicación política y campañas electorales. Análisis de una herramienta comunicacional: el spot televisivo. *Polis*, 2(2), 81-111.
  - Plazas-Olmedo, Maite; & López-Rabadán, Pablo (2022). Nuevos formatos del vídeo electoral en redes. La estrategia multiplataforma de los partidos españoles en las elecciones de 2019. *index. comunicación*, 12(2), 305-331.
  - Villar-Hernández, Paz; & Pellisser Rossell, Nel·lo (2021). Transformaciones y rasgos discursivos del spot electoral en los comicios generales del 26J en España. *Cuadernos.Info*, (50), 275298