



COURSE DATA

DATA SUBJECT

Code: 36617
Name: History of communication
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1334 - Degree in Journalism	Facultat de Filologia, Traducció i Comunicació	1	First quarter
1937 - Double Degree Program in Audiovisual Communication and Journalism	Facultat de Filologia, Traducció i Comunicació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1334 - Degree in Journalism	Comunicación	BASIC
1937 - Double Degree Program in Audiovisual Communication and Journalism	Primer Curso (Obligatorio)	COMPULSORY

COORDINATION

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SUMMARY

History of communication explains the evolution of societies, starting from the organization of communicative production and the production of meanings. Since social communication is the space of mediation between experience and consciousness, the history of communication focuses both on the materiality of information (senders, channels, receivers) and on the ideological constructions it generates.

It is a core subject is a discipline that focuses not only on the media, but also on the interaction between historical subjects and the totality of semiophores, which are any visible object invested with explicit or implicit meaning.

The subject contributes to the Sustainable Development Goals (SDGs), especially SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 10 (Reduced Inequalities).

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.

COMPETENCES / LEARNING OUTCOMES

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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 be able to reasonably propose ideas from the basics of rhetoric, as well as to communicate through the techniques of persuasion.

Students must be able to search, select, contextualise and order any type of source or document (written, audio, visual etc.) useful for the elaboration and processing of information, as well as for persuasive communicative or fictional and entertainment uses.

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

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. The History of Communication in social and cultural change: from language to writing

1.1. From the gesture to the word or the defeat of the Neanderthal. From biological evolution to cultural evolution. Communication in the unwritten societies: language, memory and ritual.

1.2. Writing and power. Forms of writing in the organisation of the first agricultural societies.

1.3. From the communication of God to that of men. Oralities and iconographies in the decline of written culture.

2. The invention of the printing press and Baroque culture

2.1. The effects of the printing press on Modernity.

2.2. The Absolutist State, communication and propaganda.

2.3. The public sphere and modern conversation.



3. Communication in the construction of the nation-state and in globalisation

- 3.1. Revolutionary disorder, bourgeois order and contemporary communication.
- 3.2. Nation-building: from the symbolic catalogue to banal persuasion.
- 3.3. The era of mass propaganda and world-communication.
- 3.4. Dismediation and post-truth: from the digital dream to the societies of polarisation

These contents will be shaped into the following learning outcomes:

- Reorganize the communicative dimension of societies, as well as their ties with the political, cultural, social, and technological dimensions, highlighting the different explanatory factors of continuity and historical change.
- Discuss the constraints between the present and the past and understand the diachronic evolution of communication in your relationship with forms of life, sociability and culture.
- Enumerate the concepts, models and critical elements that describe, explain and attempt to understand communication in its different facets through a theoretical natural understanding.
- Recognize and apply different theoretical perspectives and explanations of the processes of production, distribution and reception of communication.

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	40,00
Independent study and work	50,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

Learning activities are divided into **face-to-face** and **non face-to-face**.

Face-to-face activities



- **Theoretical classes:** development of the syllabus through knowledge-building in the classroom (physical or virtual).
- **Practical classes:** based on critical reading and discussion of:
 - the book Bordería, Laguna, Martínez (2015). *Social History of Communication: Mediations and Audiences*. Síntesis
 - texts provided by the instructor via the Virtual Classroom.
- **Film screenings** related to the subject, to be analysed later through structured written assignments.
- **Tutored activities:** focused on monitoring course content and individual assignments.

Non face-to-face activities

- **Individual work:** preparation of essays or reports based on the critical analysis of the films. These assignments must demonstrate knowledge of the theoretical lessons and the book *Bordería, Laguna, Martínez (2015)*, as well as other readings provided by the instructor.
- **Reading:** of the aforementioned book and/or other scientific or critical texts suggested by the lecturer.
- **Studying:** for the objective exams conducted at the end of the semester.

EVALUATION

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

First call

The assessment will consist of two distinct parts:

- Examination of theoretical content (and reflection): 50%



- Evaluation of individual and/or group assignments: 50%

The written exam will include all material presented in class and is subject-responsive.

The individual assignments will relate to the analysis of the films used as a source for the subject and/or the required reading book. They are subject-responsive.

Individual assignments will have a minimum of 8 pages, double-sided (DIN A4), and a maximum of 15. They must be written in New Roman font or similar, size 12, and line spacing 1.5. It will have, at a minimum, the following sections: cover/title, table of contents, analytical development, conclusions, and bibliography.

The evaluation of individual assignments is based on the following criteria:

1. Analytical Work on the Primary Source (film) and Use of Secondary Sources (bibliography). Up to 4 points

- *Excellent / Very Good*: The document demonstrates significant research effort and the appropriate application of techniques to both the primary source (film, text, etc.) and secondary sources (bibliography). It achieves variety and complementarity.
- *Pass*: The document shows limited research effort and partial application of appropriate techniques to the primary source and secondary sources.
- *Fail*: The document lacks research effort and fails to apply appropriate techniques to the primary and secondary sources.

2. Understanding of Socio-Communicative Issues Presented in the Film. Formulation of Research Questions and Hypotheses Around These Issues. Up to 3.5 points

- *Excellent / Very Good*: The document clearly defines the research object and explains it through relevant historical working hypotheses of a causal (not merely factual) nature. These are appropriately related to theoretical classes and compulsory readings.
- *Pass*: The document clearly defines the research object, but the formulation of hypotheses or the connection to theoretical classes and readings is limited.
- *Fail*: The document does not clearly define the research object and/or does not formulate relevant historical hypotheses, or fails to connect with theoretical classes and readings.

3. Spelling, Grammar, Formal and Stylistic Aspects. Up to 2.5 points



- *Excellent / Very Good*: The document uses the chosen language (Spanish or Valencian) with complete grammatical accuracy and clarity.
- *Pass*: The document generally uses the language well but contains up to three spelling or grammar mistakes or presents significant formal issues.
- *Fail*: The document contains more than three spelling or grammar mistakes, or presents serious formal deficiencies.

To pass the course, students must obtain at least a score of 5 (out of 10) in both the written exam and the group project.

Second Call

The same evaluation criteria as in the first call will apply. Both components (exam and group work) are subject to reassessment.

Academic honesty

Intellectual honesty is vital in academic communities and for the fair evaluation of student work. All papers submitted in this course must be of original authorship. Papers that involve fraudulent collaboration or composition with the aid of artificial intelligence (ChatGPT or others) will not be accepted.

If plagiarism is found in a student's assessment work, the student may be given a numerical grade of zero and result in the suspension of the exam session, regardless of any disciplinary proceedings that may be initiated and, if applicable, any appropriate sanctions in accordance with current legislation.

Also considered serious offenses, and therefore may result in immediate suspension of the exam session, are copying or facilitating the copying of work among students in the degree program; irregularly accessing or appropriating the content of a test or exam in advance; facilitating or attempting to appropriate, alter, or subsequently destroy the content or results of an assessable activity; and impersonating a student in exams. When the serious offenses indicated in this section are detected, the lecturer must notify the Degree Coordinator.

The submission of assignments and/or exams with spelling or typographical errors and/or errors in syntax, coherence, or writing will be penalized and may even result in the suspension of the exam.

REFERENCES

Core references



Bordería, E., Laguna, A. y Martínez, F. A. (2015). *Historia social de la comunicación: mediaciones y públicos*. Síntesis.

Briggs, A. y Burke, P. (2002). *De Gutenberg a Internet. Una historia social de los medios de comunicación*. Taurus.

Chicharro, M. M. y Rueda Laffond, J. C. (2005). *Imágenes y palabras. Medios de comunicación y públicos contemporáneos*. CIS.

Crowley, D. y Heyer, P. (1997). *La comunicación en la historia. Tecnología, cultura y sociedad*. Bosch.

Moragas, M. (2022). *La comunicación y sus cambios: de los orígenes al móvil*. UJI, UAB, UPF, PUV.

Poe, M. T. (2011). *A history of communications. Media and society from the evolution of speech to the Internet*. Cambridge University Press.

Supplementary references

Barbie, F. y Lavenir, C. B. (1999). *Historia de los medios. De Diderot a Internet*. Colihue.

Cavallo, G. y Chartier, R. (1998). *Historia de la lectura en el mundo occidental*. Taurus.

Colon, D. (2019). *Propagande. La manipulation de masse dans le monde contemporain*. Flammarion.

Darnton, R. (2003). *El coloquio de los lectores*. Fondo de Cultura Económica.

Eisenstein, E. (1994). *La revolución de la imprenta en la edad moderna europea*. Akal.

Martín-Barbero, J. (1987). *De los medios a las mediaciones*. Gustavo Gili.

McNeill, W. H. y McNeill, J. R. (2010). *Las redes humanas: una historia global del mundo*. Crítica.

Moragas, M. (Ed.). (2012). *La comunicación: de los orígenes a Internet*. Gedisa.

Peters, J. D. (2014). *Hablar al aire. Una historia de la idea de comunicación*. Fondo de Cultura Económica.

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Williams, R. (1992). *Historia y comunicación social* (Vols. 1-2). Bosch.

Wu, T. (2016). *El interruptor principal. Auge y caída de los imperios de la información*. Fondo de Cultura Económica.

Wu, T. (2020). *Comerciantes de atención. La lucha épica por entrar en nuestra cabeza*. Capitán Swing.