



## INTRODUCTION

This History of Communication course explores the evolution of communication from its early stages to the present day. It examines the transition of the press from absolute control to freedom, tracing the impact of industrialization and bourgeois freedom. The course delves into the role of journalism in revolutionary processes and liberal states, analyzing the influence of the press on revolutions. It also investigates the development of communication as a business, including the emergence of news agencies, ideological journalism, and the professionalization of the field. The syllabus further covers the crack-down of traditional media during the interwar period, the rise of audiovisual media, and their political and cultural significance. The course concludes with the transformation of the film industry and the emergence of new persuading strategies.

- **Degree:** Global Journalism; Screen Studies.
- **Module in the degree:** Module 1: Fundamentals of communication and journalism; Subject 2: History of communication.
- **ECTS:** 6.
- **Year, semester:** 1<sup>st</sup> year, Autumn semester.
- **Type:** Required.
- **Instructor:** Aurken Sierra, Ph. D.
- **Language:** English.
- **Lecture schedule:** Mondays, 12:00 - 14:00 (Classroom 3); Thursdays, 12:00 - 14:00 (Classroom 1).

## COMPETENCIES

### GLOBAL JOURNALISM

#### Basic

- **CB 1** Students should have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.
- **CB2** That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competences that are usually demonstrated through the development and defence of arguments and problem solving within their field of study.
- **CB3** Students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.
- **CB4** Students are able to convey information, ideas, problems and solutions to both specialist and non-specialist audiences.
- **CB5** That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

### GENERAL



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- **CG1** Express knowledge and ideas orally and in writing, with rigour, order and creativity in order to disseminate knowledge to society.
- **CG2** Understand, analyse and critically evaluate the elements that shape human beings and present-day society in their multiple dimensions: anthropological, historical, cultural, political, social and economic.
- **CG3** To know and value the communicative act in its multiple dimensions: historical, economic and business, legal, deontological and technological.
- **CG4** Apply teamwork and leadership skills in order to build a responsible decision-making process and solve forthcoming problems.
- **CG5** To devise, plan and develop shared projects in the field of journalism.
- **CG6** Express oneself fluently and effectively both orally and in writing, making use of the most appropriate linguistic and literary resources.
- **CG11** Interpreting and assessing the historical evolution of the recent world and understanding its political, economic, social and cultural parameters that have an impact on the good work of a communicator.

## SPECIFIC

- **CE6** To know the main shaping elements of today's society, specifically those social, political and economic issues related to current affairs.
- **CE8** Define and understand the historical evolution of contemporary Spanish, European and international journalistic modalities and traditions, as well as the theories, concepts and currents that study them.
- **CE19** Correctly assess and criticise texts and media productions related to information and communication.

## SCREEN STUDIES

### BASIC

- **CB 1** Students should have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.
- **CB2** That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competences that are usually demonstrated through the development and defence of arguments and problem solving within their field of study.
- **CB3** Students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.
- **CB4** Students are able to convey information, ideas, problems and solutions to both specialist and non-specialist audiences.
- **CB5** That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

### GENERAL

- **CG1** Express knowledge and ideas correctly both orally and in writing.
- **CG2** Understand, analyse, and critically evaluate the key elements of the human being and of today's society in its multiple dimensions: anthropological, historical, cultural and social.



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- **CG3** Know and assess the impact of audiovisual communication in its multiple dimensions: social, cultural, historical, economic, business, legal, scientific, technological and deontological.
- **CG5** Apply teamwork and leadership skills in order in order to build a responsible decision-making process and solve forthcoming problems.
- **CG6** Devise, plan, and develop shared projects in the field of audiovisual communication.
- **CG7** Know, understand, and reflect on the components of the human personality (biological, emotional, mental, spiritual) and their relationships with the environment in its various dimensions.

## SPECIFIC

- **CE5** Knowing the history of communication and the mainstays of audiovisual content.

## OBJECTIVES

- By the end of the course students will be able to: Identify the key stages of Communication history
- Identify the most important milestones and historical players of Communication history
- Understand the dependency of today's communication environment and the evolution of the previous five hundred years
- Understand and write an academic essay, following APA citation style.

## COURSE POLICIES

### Absences and lateness

Lateness will not be tolerated. Always remember: "To be 'early' is to be on time, to be 'on time' is to be late, and to be 'late' is unacceptable".

### Participation

Participation is an essential and mandatory component of this course. You are expected to (1) come to class having read the assigned material and contribute meaningfully to class discussions, and (2) critically reflect on concepts and articles we encounter. Turning any class from a 'dry' lecture into an exciting, but insightful seminar requires the collective and interactive participation of each student. Thus, the quality of your learning experience is determined by a lively and polite exchange of thoughts and criticisms.

Your grade will be based on the quantity and quality of your participation, as well as your attendance. It should be evident that attending class is crucial to earning a high participation grade. Below are the defined criteria for different qualities of comments. Comment Quality:

- "High": Comments show reflection about the reading or the discussion at hand, contribution through strong points and/or adding value to the discussion by stating their opinion based on factual knowledge.
- "Satisfying": Comments show engagement in class discussion, willingness to "take a guess", and ability to link previous lecture material to discussions at hand, as well as expressing opinions.



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- “Low”: Comments show engagement in class discussion, but the student never contributes to the added value or demonstrates knowledge from the readings – they are just working for that tick mark.

## Classroom policies

### *Use of laptops & other electronic devices*

All class material will be provided electronically, so extensive use of laptops to take notes is theoretically not necessary and can be done by hand. However, for the purpose of opening and following class reading/notes on readings, the use of laptops is permitted. **I reserve the right to ban all laptop use** (except for medical needs) **if class participation is low and the distraction level through other laptop uses is high** (checking emails, surfing the web, chatting, etc.). Lastly, smart/cell phones should be set to silent, not vibrate.

## PROGRAM

### 1. Introduction

- What do we mean by *History of communication*?
- Essays? What essays?

### 2. The press: from absolute control to freedom

- Industrialization and bourgeois freedom
- The absolutist model, imperfect absolutism and its twilight

### 3. The press, the revolutionary process and liberal states

- Journalism and propaganda
- Aux armes, citoyens or how the press influenced revolutions

### 4. Communication activity as a business

- News agencies
- Ideological journalism
- The new information press: Pulitzer and Lord Northcliffe
- Professionalization of journalism

### 5. The crack-down of traditional media

- Interwar period
- Scientific communication
- The Great War
- Communism and Nazism
- Dawn of public relations: Ivy Lee and Bernays
- The first development of the audiovisual media

### 6. The audiovisual age

- Ideological struggle within democratic countries
- Counterculture
- Media and their political role: Hutchins report
- Dawn of national television
- Audiovisual leadership
- Radio in a TV-dominated market



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- New persuading strategies
- Transformation of the film industry

## EDUCATIONAL ACTIVITIES

### I. CLASSROOM TEACHING ACTIVITIES

#### 1. Lectures (50 h)

Lectures by the professor on Mondays and Thursdays. These classes will cover the most important aspects of the programme. Students should come to these classes having read the texts provided by ADI. The materials used in class —such as slides— will be uploaded to ADI at the end of the topic.

#### 2. One-to-one tutorials

Each student may have personal interviews with the professor to help him/her with personal study and learning.

#### 3. Evaluation

Exams to assess the successful accomplishment of the objectives.

### II. PERSONAL WORK

- Personal study: 70 hours.
- Individual work: 20 hours.
- Final exam: 3 hours.

## ASSESSMENT

### ORDINARY CALL

The final grade of HISTORY OF COMMUNICATION will consist of the following three elements

- Exams: 70%
- Essays: 20%
- Class participation: 10%

### EXAMS (70%)

Throughout the course, the students will face two exams: a midterm and a final.

- **Midterm exam:** 35%. This exam will cover the first three topics of the program. If passed, there is no need to study those three topics for the final exam again. If the midterm is failed, then the whole programme will have to be prepared for the final exam, which will be worth 70% of the final mark.
- **Final exam:** 70% (or 35% if the midterm exam is passed). The date and venue of the final exam will be uploaded to the Schools exam website.

Both exams will consist of two parts: a multiple choice quiz and a mid-length/essay type question section. Both parts will be explained in class in the days before of the exam. In order to have the second part of the exam corrected, students are required to pass the multiple choice quiz (3 wrong answers will subtract 1 right answer).

### ESSAYS (20%)



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Each month, students will be required to submit one group essay. The groups will be arranged on the first day.

- First essay: 5%
- Second essay: 5%
- Third essay: 10%

## CLASS PARTICIPATION (10%)

During some of the classes, different activities will be introduced with the aim of encouraging students' reflection. Students will be asked to read texts, watch videos, or reflect upon ideas introduced in class. All of these activities demand a reflexive approach. Once the activity is completed, students could be required to answer some questions on the discussion board.

In this same aim, three debates will be organized in class to discuss some of the topics seen during the lectures. Students are required to participate in at least ONE DEBATE to earn the 10% of the CLASS PARTICIPATION part of the grade.

## RESIT EXAM

Failing the final exam in December or getting less than 5 points in the average of each section will result in a resit exam in June.

The exam in June will be similar to the one held in December, consisting of a quiz and essay questions.

- Quiz: students will be asked to answer half of the questions correctly to pass this part (3 wrong answers will subtract 1 right answer).
- Essay questions: students are required to answer medium-length and long questions to pass. In long questions, students should try to explain the development of a given issue.

## OFFICE HOURS

**Aurken Sierra, Ph. D.**

- Office 0621
- Sánchez Bella building, Ground floor, left corridor.
- Office hours: TBA

## BIBLIOGRAPHY AND RESOURCES

*\*\*All required articles and book chapters are provided in electronic format. Readings that are recommended will be available too. I will occasionally send you additional readings.*

### [NOT MANDATORY] Handbook

Sánchez Aranda, José Javier, (2020). *Communication History: An introduction*. EUNSA [Find it in the Library](#).

### OTHER USEFUL SOURCES

Albert, P., (1993). *Histoire de la Presse*. Paris: PUF.



- Briggs, A., & Burke, P., (2009). *A social history of the media: From Gutenberg to Internet*. Maiden, MA, Polity.
- Curran, J., & Seaton, J., (1997). *Power without responsibility: The press and broadcasting in Britain* (5th ed), Routledge | London and New York.
- Emery, M. C., & Emery, E. (1992). *The press and America : an interpretive history of the mass media* (7th ed.). Prentice-Hall.
- Emery, M. C., Schuneman, R. S., & Emery, E. (1970). *America's front page news 1690-1970*. Vis-Com
- Fox, S. R. (1997). *The mirror makers : a history of American advertising and its creators*. University of Illinois Press
- Harman, C. (2008). *A people's history of the world*. Verso | London, New York
- Kelly, M. J., McQuail, D., & Mazzoleni, G. (2004). *The media in Europe* (3rd ed.). SAGE.
- Kovarik, B. (2015). *Revolutions in communication: Media History from Gutenberg to the Digital Age* (2nd ed.). Bloomsbury Academic | New York.
- McDonough, J., & Egolf, K. (2003). *The Advertising age encyclopedia of advertising*. Fitzroy Dearborn.
- Sánchez Aranda, J. J. (2006). *Breve historia de la comunicación en el mundo contemporáneo*. Pamplona:Ulzama digital.
- Shrivastava, K. M. (2007). *News agencies from pigeon to internet*. New Dawn Press.
- Sloan, W. D. (2005). *The Media in America : a history* (6th ed.). Vision Press.
- Sloan, W. D. (1991). *Perspectives on mass communication history*. L. Erlbaum Associates.
- Starr, P. (2005). *The creation of the media : political origins of modern communications*. Basic Books.
- Stephens, M. (1989). *A history of news : from the drum to the satellite*. Penguin Books
- Tunstall, J. (1983). *The media in Britain*. Constable.