



## I. INFORMACIÓN GENERAL

<b>CURSO</b>	:	Análisis Internacional
<b>CÓDIGO</b>	:	HU30
<b>CICLO</b>	:	201202
<b>CUERPO ACADÉMICO</b>	:	<b>Segal Freilich, Ariel Yehuda</b>
<b>CRÉDITOS</b>	:	3
<b>SEMANAS</b>	:	17
<b>HORAS</b>	:	2 H (Práctica) Semanal /2 H (Teoría) Semanal
<b>ÁREA O CARRERA</b>	:	Comunicacion y Periodismo

## II. MISIÓN Y VISIÓN DE LA UPC

Misión: Formar líderes íntegros e innovadores con visión global para que transformen el Perú.

Visión: Ser líder en la educación superior por su excelencia académica y su capacidad de innovación.

## III. INTRODUCCIÓN

The world is becoming more complex to understand while we, its inhabitants, are apparently more informed about the events that happen in; however, the truth is that we know less about its many conflicts. As the Venezuelan philosopher Juan Nuño observes in his article *¿El Engendro? ¿Never before has the human being been so informed and at the same time, so empty of ideas. He is told at every moment what is happening but he never knows what it is going on with him. The over-information that we get today comes with the territory -- as it happens unavoidably with the shadow to the light -- a total lack of analysis and reflections.*

Given this reality of excessive news coverage presented without a context, especially concerning world issues, social communicators face a double challenge: First, how can we acquire basic knowledge that will enable us to understand complex conflicts happening in diverse parts of the world? And, second, how can we explain those conflicts, in an easy and contextualized way, to people of different cultural levels, in brief informative frameworks?

This course seeks to aid students' understanding of the difficulties, dilemmas and responsibilities in learning contexts (geographical, historical, ethnic, religious, ideological, cultural, economic, etc.) to help them approach in depth and with professional honesty any conflict that an international analyst must explain to his/her audience.

What is the role of superpowers, nations, mass media, intellectuals and other political and media players in what is happening in today's world? How can we cope with the influence of the mass media (including alternative media such as Twitter and Facebook) to avoid being manipulated? Are we doomed to live as automats dominated by lobbies and corporative groups that control political, economic, religious, ideological information that provide us with information but no knowledge? Or, is our age of mass communication the solution to fight these powerful interest groups?

This course hopes to help students answer these questions for themselves.

## IV. LOGRO (S) DEL CURSO

- Make clear to the student the difficulty of doing international analysis.
- Encourage the student to acquire the big picture of what is happening in the world, and therefore, its most important conflicts; in this era of globalization, these conflicts affect our way of life and how we perceive multicultural societies, given how we are exposed to the problems of consumerism, immediatism, and virtuality.
- Learn about political currents of thought today and about the projections for the next decades of the 21st century in regard to globalization; geopolitical and economic blocs vs. the enhancing of independent and secessionist movements; regulations vs. corporations; and the problem of failed states and freedom facing the dangers of fanaticism, terrorism, civil wars, mafias and totalitarian tendencies. These issues bring us to a fundamental question to be discussed by students: Are the structures of the nation-state, the democratic system, and international organizations such as the UN, OAS and the EU still up-to-date and functional in relation to the challenges of our times?
- Examine these issues and questions in the framework of current conflicts, emphasizing the role of mass media (including literature and movies) in transmitting and analyzing them. This course will use many scenes of films as a pedagogical instrument to sensitize the students not only through reason, but also, through emotions.
- Encourage students to survey the issues that face us with sensitive and ethical questions, acknowledging that in these times it can be hard to behave as honest professionals.

El presente curso desarrolla las siguientes competencias:

- Análisis de la realidad (se acerca con confianza, tolerancia y apertura a las diversas manifestaciones y sucesos de la realidad; relaciona, contextualiza y analiza las manifestaciones y sucesos de la realidad a partir de las premisas básicas del periodismo; selecciona e interpreta con rigor y racionalidad los hechos y contextos que aborda, desde distintas perspectivas, y asume una actitud flexible frente a estos; conoce e identifica los antecedentes de los hechos, así como la evolución histórica y cultural de las sociedades actuales).
- Sensatez (reconoce y evalúa sus recursos personales identificando sus prejuicios y evitando que estos gobiernen su visión de la realidad; valora la tolerancia como un recurso fundamental que le permite analizar los puntos de vista de otros y construir argumentos periodísticos; es responsable y asume un compromiso con lo que dice y hace frente a los individuos o instituciones involucrados en su trabajo).

## V. UNIDADES DE APRENDIZAJE

<p><b>UNIDAD N°: 1 INTRODUCTION. How to Explain a Conflict in Your Country to a Foreign Audience</b></p> <p><b>LOGRO</b></p> <ul style="list-style-type: none"> <li>- Explain the reasons, methodology and ¿rules of the game¿ for this course.</li> <li>- Expose the student to the challenges of explaining to a foreign audience a conflict that he or she takes for granted as being a well-known issue, but which in this case, the audience being relatively uninformed, the student must place in context and contextualize so readers/listeners understand the events.</li> </ul> <p><b>TEMARIO</b></p> <ul style="list-style-type: none"> <li>-Syllabus (reading and discussion).</li> <li>-Peruvian conflicts selected by the students such as Conga, ¿Baguazo,¿ etc.</li> </ul> <p><b>HORA(S) / SEMANA(S)</b></p> <p>Semana 1</p>
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<p><b>UNIDAD N°: 2 FROM THE WORLD OF YESTERDAY TO THE WORLD OF TODAY. What Has Changed</b></p>
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### Since the Cold War to What We Call Globalization?

#### LOGRO

- Learn about the huge change that the world underwent with the fall of the Soviet Union and the communist regimes, and how this change gave rise to a renewal of positive and negative consequences, such as the dream of a more democratic world, as well as a renewal of ancestral religious, ethnic and national resentments, which are at the root of many current conflicts.
- Discuss whether this is the first time that humanity has lived in a globalized world and why globalization has failed to succeed in providing answers to nationalism, fanaticism and ideological extremism.

#### TEMARIO

- From the bipolar to the multipolar world
- Concepts of tribe, ethnic group, people and nation.
- Nationalism, ideology and statehood (examples: ex-Yugoslavia, India-Pakistan, Arab and African countries, etc.).
- Failed states.
- Globalization: corporations, lobbies and mass media.
- International organizations.

#### HORA(S) / SEMANA(S)

Semanas 2 a 4

### UNIDAD N°: 3 CRISIS OF DEMOCRACY IN 21st CENTURY

#### LOGRO

- Debate the traditional concept of democracy vis-à-vis the real situation of democracy in the western world, in order to understand whether this system is in decline and whether it is realistic to implement democracy in the eastern world.
- Discuss the role of mass media in the crisis of democracy.

#### TEMARIO

- Define the concepts of democracy, autocracy, dictatorship and totalitarianism.
- Coups against the establishment and from the establishment (Fujimori, Chavez, Morales, Correa, Putin, Lukashenko, etc.).
- Freedom as virtue and as problem.
- Limits of obedience before power.

#### HORA(S) / SEMANA(S)

Semanas 5 a 7

### UNIDAD N°: 4 THE WORLD AFTER SEPTEMBER 11 AS A POINT OF DEBATE ABOUT UNILATERALISM & MULTILATERALISM

#### LOGRO

- Compare George Bush's Iraq war with NATO mission in Libya: reasons and results of both.
- Discuss current topics related to the western alliance of post-World War II and post-Cold War.

#### TEMARIO

- Why did the United States go war with Iraq?
- Why the West said yes to Libya and no to Syria when it came to stopping human-rights violations? (one example of many).
- European Community crisis of 2011: When the multilateralism of a unification project was at the brink of falling

apart.

- Is the "Western" idea collapsing? (as civilization).
- Is the United Nations a functional organization?

**HORA(S) / SEMANA(S)**

Semanas 9 a 11

**UNIDAD N°: 5 THE MEDIA & ITS ROLE IN WORLD CONFLICTS**

**LOGRO**

- Analyze the mass media's role in covering world events and issues and how the media influences our notions and perceptions.
- Debate whether it is possible to avoid being manipulated by the media, even when the communicator has the best intentions of not manipulating the audience.

**TEMARIO**

- A glance at coverage of conflicts such as Iraq War by media outlets such as CNN, Star News, BBC, Al Jazeera, Telesur.
- A glance at how Peruvian mass media covers a current conflict.
- Importance of alternative media and its "dark side".
- Potential of films as an instrument to sensitize large numbers of people about issues of culture, identity, and ethics, as well as about political conflicts of our times.

**HORA(S) / SEMANA(S)**

Semanas 12 y 13

**UNIDAD N°: 6 LATIN AMERICA & THE WORLD**

**LOGRO**

- Reflect on the status of Latin America in the international community.
- Discuss conflict resolution among countries of the region.

**TEMARIO**

- Analyze and debate the potential and limitations of Latin American influence in the region and some countries in the world.
- Are conflict-resolution organizations (OAS, CIDH, etc.) efficient?
- Democracy in crisis: Does the supposed dichotomy between freedom and social justice really exist?
- Comments about the course.

**HORA(S) / SEMANA(S)**

Semanas 14 y 15

**VI. METODOLOGÍA**

Teaching will be by means of weekly lectures by the professor, with frequent readings assigned to students, who are required to participate. As a special pedagogical tool, excerpts from films and documentaries will often be used. Students will be asked to imagine situations in which they have to pretend to be international analysts. There will be two essays during the course.

Part of the evaluation could be self-evaluated by the student, depending on some factors.

## READINGS

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<http://geocurrents.info/geopolitics/libya-tribal-divisions-and-the-nation-state>

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## VII. EVALUACIÓN

### FÓRMULA

40% (TF1) + 30% (TP1) + 30% (DD1)

TIPO DE NOTA	PESO %
TF - TRABAJO FINAL	40
TP - TRABAJO PARCIAL	30
DD - EVAL. DE DESEMPEÑO	30

## VIII. CRONOGRAMA

TIPO DE PRUEBA	DESCRIPCIÓN NOTA	NÚM. DE PRUEBA	FECHA	OBSERVACIÓN	RECUPERABLE
TF	TRABAJO FINAL	1	Semana 15	Final Evaluation: Academic work based on a conflict selected by the student with prior consultation with the professor	NO
TP	TRABAJO PARCIAL	1	Semana 8	Partial Evaluation: Brief article of international analysis	NO
DD	EVAL. DE DESEMPEÑO	1	Semana 15	Continuous Evaluation: Class attendance, reading of material requested by professor and control reading	NO

## IX. BIBLIOGRAFÍA DEL CURSO

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#### **RECOMENDADA**

(No necesariamente disponible en el Centro de Información)

CAMILLIERI, Joseph

DE LA PEDRAJA, Daniel

GARCIA-SAYÁN Diego

HENRI-LÉVY, Bernard

HOCHSCHILD, Adam

HORRIE, Chris y CHIPPINDALE, Peter

KAPUSCINSKI, Ryszard

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SARTORI, Giovanni

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