



I. INFORMACIÓN GENERAL

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|-------------------------|---|--|
| CURSO | : | Análisis Internacional |
| CÓDIGO | : | HU30 |
| CICLO | : | 201502 |
| CUERPO ACADÉMICO | : | Escobar La Cruz, Ayar Ramiro Segal Freilich, Ariel Yehuda |
| CRÉDITOS | : | 3 |
| SEMANAS | : | 16 |
| HORAS | : | 2 H (Práctica) Semanal /2 H (Teoría) Semanal |
| ÁREA O CARRERA | : | 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

Theoretical Course of the Career of Communication and Journalism intended for students of the seventh cycle, which seeks to develop the general competences of critical thinking and Citizenship; and the specific competencies of analysis of reality, Update and Reasonableness.

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 overinformation 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 (aplica los conocimientos, reglas y principios para construir un diagnóstico riguroso de los hechos a partir de una mirada equilibrada sobre la realidad, así como de un registro e investigación sistemática de los casos que aborda. Nivel 4: realiza un diagnóstico integral a partir de un análisis crítico de la realidad, reconociendo las presiones existentes en las empresas periodísticas según las diferentes líneas editoriales a fin de asumir la responsabilidad de sus acciones y las de su empresa).
- Sensatez (interactúa independiente y pertinentemente de acuerdo con una visión clara de sí mismo y de su papel como periodista aplicando criterios flexibles y comprometiéndose con sus decisiones y acciones. Nivel 3: construye mensajes que distinguen verosimilitud de credibilidad y diferencian ficción de realidad).

V. UNIDADES DE APRENDIZAJE

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| UNIDAD N°: 1 INTRODUCTION. How to Explain a Conflict in Your Country to a Foreign Audience |
| LOGRO <ul style="list-style-type: none">- Explain the reasons, methodology and "rules of the game" for this course.- 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. |
| TEMARIO <ul style="list-style-type: none">-Syllabus (reading and discussion).-Peruvian conflicts selected by the students such as Conga, "Baguazo", etc. |
| HORA(S) / SEMANA(S) Week 1 |

UNIDAD N°: 2 FROM THE WORLD OF YESTERDAY TO THE WORLD OF TODAY. What Has Changed 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)

Week 2

UNIDAD N°: 3 THE WORLD AFTER SEPTEMBER 11 AS A TURNING POINT OF THE FIGHT AGAINST ISLAMIST TERRORISM

LOGRO

- Understanding the difference between Islam and Islamism, Muslim and Arabs, Sunnis and Shias, Fundamentalism and Fanaticism.
- Learning about the context and goals of the most dangerous islamist groups.
- Discuss the war against terrorism after terrorist attacks such as the ones of Madrid, London and more recently, Paris.

TEMARIO

- How the Taliban, Al Qaeda and ISIS were born? Why Al Qaeda and Isis kill moderate Muslims and attack other objectives in the whole world?
- Is compatible Islam with democracy?

HORA(S) / SEMANA(S)

Weeks 3 and 4

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.
- Discuss the war against terrorism after terrorist's attacks such as the ones of Madrid, London and more recently, Paris.

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).

HORA(S) / SEMANA(S)

Weeks 5-7

UNIDAD Nº: 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)

Weeks 9 and 10

UNIDAD Nº: 6 FAILED AND WEAK STATES

LOGRO

- Defining the meaning of "failed" states and the possible solutions to transform them into modern-efficient states.
- Discussing and distinguishing the difference between failed and weak states.

TEMARIO

- The example of Africa as forgotten continent.
- Which Latin American nations are ranked in the "failed states"? Why?
- What can the UN and other international institutions do to aid weak states?

HORA(S) / SEMANA(S)

Weeks 11 and 12

UNIDAD Nº: 7 THE FUTURE OF EUROPE

LOGRO

- Discussing of the most important questions that threaten the Old Continent in order to maintain its unity, integrations and power as an economic and political block.
- Discussing if the rise of separatist national movements, radical Islamism, xenophobia, extreme right and left parties and the economic crisis could change, not only the idea of Eurocentrism but also of the "Western idea".

TEMARIO

- The establishment and development of the European Union.
- Putin's Russia and Europe: Towards a new confrontation?

-Separatist movements and the controversy between nationalism and Eurocentrism vs. Multiculturalism.

HORA(S) / SEMANA(S)

Week 13

UNIDAD N°: 8 THE MEDIA AND ITS ROLE IN WORLD CONFLICTS

LOGRO

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

TEMARIO

- 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 of the social networks such as Internet in the so called "Arab Spring" in the Arab countries and in other conflicts.
- Importance of alternative media and its "dark side" 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)

Weeks 14 and 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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Friedman L, Thomas. Watching Elephants Fly (The New York Times, January 7, 2012).
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Ghosh, Palash R. Peruvian PM Steps Down, Amidst Crackdown of Gold Mine Protest (International Business Time, December 12, 2011).
<http://www.ibtimes.com/articles/265643/20111212/peru-salomon-lerner-valdes-pm-humala-conga.htm>

Glucksmann, André. On "Disproportion" In Gaza, as everywhere, the word is irrelevant. (Journal City, 9 January 2009). [HTTP://WWW.CITY-JOURNAL.ORG/2009/EON0109AG.HTML](http://WWW.CITY-JOURNAL.ORG/2009/EON0109AG.HTML)

Hacker, Jacob and Oona A. Hathaway. Our Unbalanced Democracy. (The New York Times, July 31, 2011).
http://www.nytimes.com/2011/08/01/opinion/our-unbalanced-democracy.html?_r=1

Hewitt, Gavin. Europe and crisis for democracy (BBC, 16 November, 2011).
<http://www.bbc.co.uk/news/world-europe-15754521>

Hoges, Clemens. Somalia, the Perfect Failed State. (Global Policy Forum, 12 November 2011).
<http://www.globalpolicy.org/nations-a-states/failed-states/49144-somalia-the-perfect-failed-state.html>

Kennedy, Paul. Weak States and Scofflaws Have No Business on the Security Council. (The Wall Street Journal, OCTOBER 17, 2008). <http://online.wsj.com/article/SB122420276774243057.html#printMode>

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Kurlantzick, Joshua. Democracy in danger. (Prospect, Issue 171, 26th May 2010).
<http://www.prospectmagazine.co.uk/2010/05/democracy-in-danger/>

LaMarche, Gara. The Crisis of Democracy in America. (Open Society Foundations, June 30, 2005).
http://www.soros.org/resources/articles_publications/articles/crisis_20050701

Lewis, Martin. Afghanistan and the Ethnolinguanymic State (Global Policy Forum, 12 November 2011).
<http://geocurrents.info/place/world/afghanistan-and-the-ethnolinguanymic-state>

_____. The Complex and Contentious Issue of Afghan Identity. (Global Policy Forum, 19 November 2011).
<http://geocurrents.info/place/south-asia/the-complex-and-contentious-issue-of-afghan-identity>

_____. Libya's Tribal Divisions and the Nation-State. (Global Policy Forum, 27 February 2011).
<http://geocurrents.info/geopolitics/libyas-tribal-divisions-and-the-nation-state>

Lynch, Marc. Do the Middle East's revolutions have a unifying ideology? (Foreign Policy. 11-28-11).
http://www.foreignpolicy.com/articles/2011/11/28/the_big_think

Muravchik, Joshua. Obama's Trap in Syria. (The Daylbyeast, Mar 25, 2011)
<http://www.thedailybeast.com/articles/2011/03/25/obamas-trap-in-syria-how-his-multilateralism-in-libya-will-trip-us-up.html>

Pintasilgo, Maria de Lourdes. Crisis and Change in Latin America. (InterAction Council, Washington D.C, 28-29 February 1992).
<http://interactioncouncil.org/node/74>

Robertson, Robbie. Globalization Is Not Made in the West: Historically-Rooted, Globalization's Latest Challenge Is to Widen and Deepen Democracy. (YaleGlobal , April 13, 2005).
<http://www.globalpolicy.org/globalization/defining-globalization/27673.html>

Sauer, Tobias. How does the debt-crisis affect European democracy? (Dahrendorf Symposium, November 10, 2011).
<http://blog.dahrendorf-symposium.eu/european-identity/how-does-the-debt-crisis-affect-european-democracy/>

Social Capital Blog: Twitter, Facebook and YouTube's role in Arab Spring (Middle East uprisings) [UPDATED 1/5/12]

<http://socialcapital.wordpress.com/2011/01/26/twitter-facebook-and-youtubes-role-in-tunisia-uprising/>

The Economist: Failed States: Where Life is Cheap and Talk is Loose. (Global Policy Forum, 12 November 2011). <http://www.globalpolicy.org/nations-a-states/failed-states/49966.html?itemid=720>

Von Chirac, Paolo. Libya: Multilateral Action Without US Leadership Means Confusion. (Schirach Report, March 25, 2011).

<http://schirachreport.com/index.php/2011/03/25/libya-multilateral-action-without-us-leadership-means-confusion/>

Wilde, Robert. Introduction to the Cold War in Europe. (About.com Guide).

<http://europeanhistory.about.com/od/coldwar/p/prcoldwar101.htm>

Zakaria, Fareed. First chapter of his book 'The Rise of Illiberal Democracy', (New York: W. W. Norton [first published 2003]). DEMOCRACY VERSUS LIBERALISM: A GLOBAL HISTORICAL ANALYSIS

http://citation.allacademic.com/meta/p_mla_apa_research_citation/1/8/0/0/2/pages180021/p180021-1.php

REVIEW OF FAREED ZAKARIA'S BOOK: The future of freedom: illiberal democracy at home and abroad, (New York: W. W. Norton [first published 2003]). (Spiegel, May 18, 2010).

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http://www.fareedzakaria.com/home/Articles/Entries/2011/2/3_How_Russia_Created_Its_Own_Islamic_Terrorism_Problem_2.html

VII. EVALUACIÓN

FÓRMULA

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

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

VIII. CRONOGRAMA

| TIPO DE PRUEBA | DESCRIPCIÓN NOTA | NÚM. DE PRUEBA | FECHA | OBSERVACIÓN | RECUPERABLE |
|----------------|--------------------|----------------|-----------|-------------|-------------|
| TP | TRABAJO PARCIAL | 1 | Semana 8 | | NO |
| DD | EVAL. DE DESEMPEÑO | 1 | Semana 15 | | NO |
| TF | TRABAJO FINAL | 1 | Semana 16 | | NO |

IX. BIBLIOGRAFÍA DEL CURSO

BÁSICA

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- ARENDT, Hannah (1973) Crisis de la república. Madrid : Taurus.
(320.01 AREN)
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(320.53 AREN)
- GLUCKSMANN, André (2004) Occidente contra occidente. México, D.F. : Taurus .
(327.090511 GLUC)
- GLUCKSMANN, André (2005) El discurso del odio. Madrid : Taurus.
(320.01 GLUC)
- HOBBSAWM, Eric John (2000) Naciones y nacionalismo desde 1780. Barcelona : Crítica.
(320.54 HOBS)
- HUNTINGTON, Samuel (2005) El choque de civilizaciones : y la reconfiguración del orden mundial. Barcelona : Paidós.
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- JUERGENSMEYER, Mark (2001) Terrorismo religioso : el auge global de la violencia religiosa. Madrid : Siglo XXI.
(306.6 JUER)
- KAPUSCINSKI, Ryszard (1992) La guerra del fútbol : y otros reportajes. Barcelona : Anagrama.
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- RODRÍGUEZ ALEGRE, Iván
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- VARGAS LLOSA, Mario
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(860.853 VARG/SU)
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ZAKARIA, Fareed (2004) El futuro de la libertad : las democracias "iliberales" en el mundo. México, D.F. : Taurus.
(321.8 ZAKA)

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

KAPUSCINSKI, Ryszard

KENEDDY, Paul, and RUSSET, Bruce

KENNEDY, Paul (1993) Preparing for the twenty-first century. New York : Vintage Books.

(909.8 KENN/E)

NAPOLIONI, Loretta

OPPERNHEIMER, Andrés

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SARTORI, Giovanni

SARTORI, Giovanni

SEGAL, Ariel

SEGAL, Ariel

TISMANEAU, Vladimir

VOLPI, Jorge