



## I. INFORMACIÓN GENERAL

<b>CURSO</b>	:	Análisis Internacional
<b>CÓDIGO</b>	:	HU30
<b>CICLO</b>	:	201601
<b>PROFESOR (ES)</b>	:	<b>Segal Freilich, Ariel Yehuda</b> <b>Ugarelli Delgado, Giacomo Luis</b>
<b>CRÉDITOS</b>	:	3
<b>SEMANAS</b>	:	15
<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

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 it; 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 automatons?

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**

By the end of this course the student will be able to analyze important conflicts and questions that have an effect on most countries of the world, prioritizing international issues regarding human rights and incorporating such matters into the mass media agenda.

#### **V. UNIDADES DE APRENDIZAJE**

##### **UNIDAD N°: 1 FROM THE COLD WAR TO A WORLD OF REGIONAL POWERS AND CHAOS**

###### **LOGRO**

The student recognizes that conflicts today are more difficult to solve than during the Cold War era.

###### **TEMARIO**

- What did the world look like during the Cold War?
- Which factors (ethnic, religious, political, nationalism, etc.) caused the disintegration of countries and conflicts prior to the Cold War?
- How did the collapse of communism in the USSR and Eastern Europe influenced the rest of the world?

Evaluation:

-Short essay: If you were an assistant of the US Secretary of State, would you recommend solving the problem of the government involvement in Ukrania as it was done for the Cuban missile crisis of 1962?

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

Week 1

##### **UNIDAD N°: 2 THE PROBLEM OF RADICAL ISLAMISM IN THE MIDDLE EAST, AFRICA AND OTHER PLACES IN THE WORLD**

###### **LOGRO**

The student explains how radical Islamic movements became a global threat.

###### **TEMARIO**

- Understanding the difference between Islam and Radical Islamism, Muslims and Arabs (religious branches of Islam and ethnicity), Sunnis and Shias, Fundamentalism and Fanaticism.
- How were the Taliban, Al Qaeda and ISIS born? Why does Al Qaeda and ISIS kill moderate Muslims and attack other targets in the whole world?
- The "Cold War" between Iran and Saudi Arabia and their proxies.
- The war against terrorism after terrorist attacks in Madrid, London and more recently, Paris, Istanbul and Jakarta.

Evaluation:

-The student shares with his classmates a short research about a consequence of the spread of radical Islamism in the Middle East, Europe, Africa or Latin America (For example: the Nisman affair in Argentina; the crisis of refugee's in Europe, the fight among Iranian Shia proxies vs. Sunni proxies in Syria, Iraq, Libya, Yemen etc.); the violence of radical islamists in Nigeria, Somalia, Kenya, etc. He must also explain why they have prioritized the topic of their selection and discuss whether the mass media reports this issue as it should.

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

Week 2 - 4

**UNIDAD N°: 3 EUROPE IN CRISIS**

**LOGRO**

The student analyzes how the end of the Cold War, the financial crisis from 2008, and the conflicts derived from radical Islamism are challenging the projects of the European Union.

**TEMARIO**

- Issues that threaten the "Old Continent" in order to maintain its unity, integrations and power as an economic and political block such as:

- i) The demographic, economic and political consequences of the Refugee Crisis from the Middle East and Asia.
- ii) The fear for the spread of terrorism in Europe.
- iii) The economic crisis: the example of Greece.
- iv) Separatist movements such as Catalonia.

Evaluation:

The student will research and bring to class examples of what were the plans of the EU in the 2000's (the establishment of a European Constitution; the expansion of the Eurozone and the same European block; etc.), and will analyze why most of these projects were changed or stopped.

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

Week 5 - 6

**UNIDAD N°: 4 MASSACRES, GENOCIDE AND CRIMES AGAINST HUMANITY**

**LOGRO**

The student differentiates between a massacre, genocide and crimes against humanity.

**TEMARIO**

- Armenian (1916-1918).
- The holocaust (1941-1945).
- Yugoslavia (1991-1995).
- Rwanda (1994).

Evaluation: In a short essay, the student explains if the IS should be considered a genocidal group or not.

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

Week 7

**UNIDAD N°: 5 CRISIS OF DEMOCRACY IN THE 21st CENTURY****LOGRO**

The student examines whether it is better for governments to have a strong regime with regulated liberties in order to guarantee national security or maintain open societies in spite of global threats.

**TEMARIO**

- Define the concepts of democracy, autocracy, dictatorship and totalitarianism.
- Coups against the establishment and from the establishment (Fujimori, Chavez-Maduro, Morales, Correa, Putin, Lukashenka, etc.)
- Freedom as a virtue and as a problem.
- Limits of obedience before power.
- A problem for the mass media in democracy: Freedom of speech vs. national security.

Evaluation: Based on what has been studied up to the current unit, the student writes an example of events or moments when the dilemma of freedom and national security were discussed, as for example the Pentagon Papers; Wikileaks, the Edward Snowden's case; Putin policies against journalists; France decision to change some security and government's access to information laws after the Paris attacks of 2015.

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

Week 9 - 10

**UNIDAD N°: 6 LATIN AMERICA IN THE GLOBAL WORLD****LOGRO**

The student examines which are the topics and conflicts that are more important in Latin America beyond what politicians, journalists and social network writers publish as the mainstream "important" issues.

**TEMARIO**

- Is it right to view the differences among Latin American countries as a conflict of left (socialism) and right (liberalism) ideologies? (The example of the nations of the ALBA headed by the Chavist regime of Venezuela and the Pacific Alliance with Chile, Peru, Colombia and Mexico, among other commercial blocks).
- Can Latin America establish a political, economic and commercial block similar to that of the European Union? Which are the challenges and what are the common grounds?
- Which changes can come from the recent election of Macri in Argentina, and the opposition majority in the Venezuelan assembly? What may happen in Brazil if Dilma Rousseff's investigation leads to a possible impeachment. What about Chile if Michelle Bachellet's popularity keeps on declining?
- What can be expected from the negotiations between the Colombian government and the FARC?
- Can the problem of narcotraffic in Mexico be solved? Is that country becoming ungovernable? How is going on the war vs. drugs in other Latin American countries?
- What impact will Peru have in the continent in the next year and which political candidate with

possibilities of becoming the next president would handle better the challenges of the nation and the regional and international context?

Evaluation:

The student writes a short essay selecting one of the above topics or, another Latin-American issue. He will imagine that he is the Secretary General of the Organization of American States (OAS) and has been requested to mediate in the matter selected for the essay. The student must explain why he considers it relevant for the present and future of Peru. He also analyzes whether or not the Peruvian mass media is providing enough coverage of the topic.

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

Week 11 - 12

### **UNIDAD N°: 7 FAILED AND WEAK STATES**

#### **LOGRO**

The student evaluates to what extent the mass media neglects the suffering of people in failed states through a comparative study.

#### **TEMARIO**

- Defining the concept of "failed states".
- Defining the role of an international analyst and what should his criteria be to select events as worthy of coverage for news.
- Africa as a forgotten and failed continent (examples such as Somalia, Rwanda, the Democratic Republic of Congo as failed states).
- Are Iraq, Syria and Libya failed states?
- Are Greece and Spain failed states?
- Are Mexico, Venezuela or Perú failed states?
- Why did the professor of this course select the prior examples?

Evaluation:

The student writes a list of ten failed states not mentioned in class and explains why he considers one of them as such. (He argues his periodization and analyzes if there is enough mass media coverage of that nation).

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

Week 13 - 14

### **UNIDAD N°: 8 THE PROBLEM OF MAKING INTERNATIONAL ANALYSIS IN OUR GLOBAL TIMES**

#### **LOGRO**

The student analyzes important conflicts and questions that have an effect in most countries of the world, prioritizing international issues according to his profession and human rights and incorporating such matters into the mass media agenda.

**TEMARIO**

-Debate based on what has been studied during the whole course, focusing on the factors of analysis at the time of prioritizing news of the world with an emphasis on the importance of the human factor (human rights).

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

Week 15

**VI. METODOLOGÍA**

Teaching will be fulfilled 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 in class. Students will be asked to imagine situations in which they have to pretend to be international analysts and will have to fulfill the evaluations requested for each unit.

Considering attendance to class is vital to achieve the goal of this course, a student will be considered to be late if he arrives 15 minutes after the opening hour of the class. Three delays are taken into account as one absence. For every absence, the professor will lower 2 points in the evaluation of the unit.

**VII. EVALUACIÓN****FÓRMULA**

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

<b>TIPO DE NOTA</b>	<b>PESO %</b>
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	Week 7	The students will present a list of 10 topics that have not been discussed in class and will write a two page analysis of one of them explaining why their topic should be exposed more must be frequently in the news; which are the main analytical factors; what should the main sources of information be to develop the analysis and how is this topic related to human rights.	NO
DD	EVAL. DE DESEMPEÑO	1	Week 15	Students must fulfill the evaluations required for each class (six in total for the semester); it therefore, takes into account not only the quality of those home works, but also the attendance of class and a control of the reading requested by the professor. Date of delivery: At the beginning of each unit, the professor will explain in detail the evaluation that must be fulfilled by students by the end of the unit.	NO

TF	TRABAJO FINAL	1	Week 16	Academic work written in pairs, based on a topic selected by them with prior consultation with the professor. This work must present a concrete and explicit hypothesis with a well-argued conclusion linked to that hypothesis. The students must also explain why they chose the topic; why it is relevant to public opinion and therefore, to mass media; and finally, explain what are the challenges and difficulties that they would face as a journalist covering the selected topic with sensibility and sensitivity. Part of the evaluation could be self-evaluated by the student, depending on some factors.	NO
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## IX. BIBLIOGRAFÍA DEL CURSO

### BÁSICA

**FUKUYAMA, FrancisAlonso, María** (2004) La construcción del Estado : hacia un nuevo orden mundial en el siglo XXI. Barcelona : Ediciones B.

(320.1 FUKU)

**HUNTINGTON, Samuel** (2005) El choque de civilizaciones : y la reconfiguración del orden mundial. Barcelona : Paidós.

(305.8 HUNT/C)

**KURLANTZICK, Joshua** (2010) Democracy in danger. 20 de mayo de 2010.

**KEPEL, Gilles** (2001) La yihad : expansión y declive del islamismo. Barcelona : Península.

(297.72 KEPE)

**OZ, Amos** (2003) Contra el fanatismo. Madrid : Siruela .

(306 OZ)

### RECOMENDADA

(No necesariamente disponible en el Centro de Información)

CAMILLIERI, Joseph (1995) Mantenimiento de la paz después de la Guerra Fría, Modesto Seara Vásquez, Compilador. México:

DE LA PEDRAJA, Daniel (1995) Las operaciones para el mantenimiento de la paz, Modesto Seara Vásquez, Compilador. México:

**GARCIA-SAYÁN Diego** (2002) Una nueva política exterior peruana..

- HENRI-LÉVY, Bernard (2007) American Vertigo. Editorial Ariel. Barcelona.
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- HORRIE, Chris y CHIPPINDALE, Peter (1994) ¿Qué es el Islam?. Alianza Editorial. Madrid.
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- KAPUSCINSKI, Ryszard (1998) Ébano. Anagrama. España.
- KENNEDY, Paul, and RUSSET, Bruce** (1995) Reforming the Unites Nations..
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- ORGANIZACIÓN DE LOS ESTADOS AMERICANOS** (2009)La OEA y el Sistema Interamericano. 27 de junio de 2009 ([http://www.felaban.com/lavado/cap2/oea\\_sist\\_interamericano.doc](http://www.felaban.com/lavado/cap2/oea_sist_interamericano.doc))
- ORGANIZACIÓN DE LOS ESTADOS AMERICANOS** (2001)Carta Democrática Interamericana. 27 de junio de 2009 ([http://www.oas.org/charter/docs\\_es/resolucion1\\_es.htm](http://www.oas.org/charter/docs_es/resolucion1_es.htm))
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- SARTORI, Giovanni (2009) La democracia en 30 lecciones. Taurus. España.
- SARTORI, Giovanni (2009) Videopolítica: Medios de información y democracia de sondeo. Fondo de Cultura Económica. Argentina.
- SEGAL, Ariel (2003) La guerra informativa y la libertad de prensa en tiempos de guerra,
- SEGAL, Ariel (2003) ¿Existe un ¿abracadabra¿ para forjar un Iraq de posguerra?: Cuando la división de tres entre tres no siempre resulta uno,
- TISMANEAU, Vladimir (2012) The Devil in History: Communism, Fascism, and Some Lessons of the Twentieth Century. University of California Press. USA.
- VOLPI, Jorge (2009) El insomnio de Bolívar: Cuatro consideraciones sobre América Latina en el siglo XXI. Nomos Impresores. Buenos Aires.