



Course Information					
Code:	<b>EIN41002</b>	Course:	<b>COMUNICACIÓN Y GLOBALIZACIÓN</b>		
Coordination Area / Program:	<b>FAC. COMUNICACIONES</b>				Mode: <b>Presencial</b>
Credits: <b>04</b>	Tipo de hora	Presencial	Virtual	H. Totales	Autonomous Learning Hours: <b>128</b>
	H.Teoría	64	0	64	
	H.Práctica	0	0	0	
	H.Laboratorio	0	0	0	
Period: <b>2024-02</b>	Start date and end of period: <b>del 19/08/2024 al 08/12/2024</b>				
Career: <b>COMUNICACIONES</b>					

Course Pre-requisites		
Code	Course - Credits	Career
FC-COM TEOCOMUN	TEORÍA DE LA COMUNICACIÓN	COMUNICACIONES
FC-COM SOCICOMU	SOCIOLOGÍA DE LA COMUNICACIÓN	COMUNICACIONES

Course Coordinators			
Surname and First Name	Email	Contact Hour	Contact Site
GAYOSO DIESTRA, ROSA LUZ		9 a.m. - 7 p.m.	Oficina Campus Fernando Belaúnde Terry

Instructors
You can check the timetables for each teacher in their INFOSIL in the <b>Classes Development Teachers</b> option <b>Teachers</b> .

Course Overview
Communication and Globalization is a theoretical specialized training course that reviews: the history, development and current state of international communications in the context of globalization, including different theoretical approaches. It pays tribute to the skills of developing communication products and comprehensive communication, developing communication products, applying languages and techniques from different media and fulfilling various roles in work teams. The thematic axes are: the cultural impact and alternatives in international communications, international communication in the environment of globalization, for individuals, societies, companies and governments. The creditable product is a research work on the central contents of the subject.

Professional and/or General Competencies			
Career/ Program	Acronym/Name of the Competition	Competition level	Expected learning
<b>COMMUNICATIONS</b>	<b>CG1: Comprehensive Communication</b>	N3 Prepares written academic texts and oral communications appropriately using Spanish regulations, appropriate sources and resources, in which they express their critical judgment on certain acad	<ul style="list-style-type: none"> <li>• Interprets and produces texts taking into account the required internal and external structure.</li> <li>• Formulate one's own arguments, spoken or written, in a convincing manner, taking into account other points of view.</li> </ul>

	<b>CP1: Development of communication products</b>	N3 Develops communication products by applying languages and techniques from different media and fulfilling diverse roles in work teams. mic situations	<ul style="list-style-type: none"> <li>Identifies situations and products of media communication taking into account the fundamental elements of Communications.</li> <li>Prepare a communication diagnosis and plan a communication strategy in a real case, focusing specifically on internal or external communication. Use the theoretical concepts shown.</li> </ul>
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General Course Result	Unit Result
At the end of the course, the student prepares a television project in a group considering the current context and its impact on the world.	1. At the end of the unit the student identifies the main concepts associated with International Communication, including general theories and history in accordance with the national and international situation.
	2. At the end of the session, students carry out collaborative work, developing an investigation taking as a starting point the readings assigned for work 1, they present their results through presentations, which they complement by conducting an interview with a professional linked to the field of assigned research.
	3. At the end of the unit, the student interprets and explains the alternative approaches to international communications, and also identifies the impact of cultural globalization in our country, analyzing different religions, and takes a guided tour of a Synagogue and to a Mosque.
	4. At the end of the unit, the student creates a television magazine about the impact of foreign cultures in our country in different areas such as economy, culture, and sports. Taking into account the fundamental elements of communication.

Development of activities		
<b>Unit Result 1:</b> <i>At the end of the unit the student identifies the main concepts associated with International Communication, including general theories and history in accordance with the national and international situation.</i>		
<b>Session 1:</b> <i>Session 1: At the end of the session, the student understands the concept of Globalization, socializes his ideas by formulating his own arguments about the importance and impact of globalization, as well as differentiating the theories of International communications.</i>		Semana 1 a 4
Learning Activities	Contents	Evidence
Understands the concept of globalization and international communications and its relevance to human and global interaction	Definition of Globalization effects and the relationship between communication and globalization international communications Modernization theory Dependency theory	Padlet: Brainstorming Preparation of group Infographic Activity in Word wall
<b>Unit Result 2:</b> <i>At the end of the session, students carry out collaborative work, developing an investigation taking as a starting point the readings assigned for work 1, they present their results through presentations, which they complement by conducting an interview with a professional linked to the field of assigned research.</i>		
<b>Session 2:</b> <i>Result of Unit N°2: At the end of the unit the student understands the Impact of globalization on culture, politics and economy, as well as evaluates international communications and the language of violence in society.</i>		Semana 4 a 6

Learning Activities	Contents	Evidence
Read and analyze international journalism articles Select the topic and main question for the research work Write a review of a reading assignment. Focusing on the impact of globalization on the individual or the impact on the state	Historical trends, theoretical developments Globalization through politics Politics and the fourth estate	Group Presentation – Work 1 They present an Interview with a professional according to the assigned topic. Group analysis Group discussion
<b>Unit Result 3:</b> <i>At the end of the unit, the student interprets and explains the alternative approaches to international communications, and also identifies the impact of cultural globalization in our country, analyzing different religions, and takes a guided tour of a Synagogue and to a Mosque.</i>		
<b>Session 3:</b> <i>Session 3: At the end of the session the student identifies the cultural impacts and alternatives in international communications, through research on cultural minorities in Peru and the world. Likewise, it investigates, socializes and prepares diagnoses on the impact and value of music, sports and gastronomy in the transformation of societies.</i>		Semana 7 a 8
Learning Activities	Contents	Evidence
Can explain and interpret cultural diversity. Identify and understand cultural minorities Analyzes and evaluates the impact of music, gastronomy and sports in the era of globalization	Culture and Globalization I Cultural minorities Culture and Globalization II Impact of Music, gastronomy and sports in the era of globalization	Group Presentation – Cultural Minorities – Work 2 Group infographic – Impact of globalization on culture Padlet-opinion activity Word Wall Activity
<b>Unit Result 4:</b> <i>At the end of the unit, the student creates a television magazine about the impact of foreign cultures in our country in different areas such as economy, culture, and sports. Taking into account the fundamental elements of communication.</i>		
<b>Session 4:</b> <i>Session 4: At the end of the session, the student interprets and can explain alternative approaches to international communications in economic, political and current conflict situations and how these impact viewers and netizens. Likewise, he investigates and socializes about the different religions in our country. Guided visits are made to a Synagogue and a Mosque, students will prepare an infographic about the visits, as well as an opinion article.</i>		Semana 9 a 12
Learning Activities	Contents	Evidence
Can explain and interpret how democracy, state, and war impact international communications	Press and War Alternative approaches to international communications Violence, War, Terrorism in International Communications Effects on viewers	Group infographic 1: Press and war Padlet: Opinion article on the current situation in Israel – Palestine China-Taiwan, Ukraine-Russia Guided visit to a Synagogue and a mosque. Group infographic 2: Religions in our country. Padlet- activity :opinion article
<b>Session 5:</b> <i>Session 5: At the end of the session, the student identifies the impact of globalization at a global and local level, and proposes a foreign culture that has a strong presence in our country. Investigate, analyze and probe through surveys on the chosen topic. role program of activities for the development of contents of the final product (Television Magazine)</i>		Semana 13 a 16
Learning Activities	Contents	Evidence
Organization of production teams Assignment of roles and commissions Review of thematic contents Content editing Program recording on Set USIL TV	Review of thematic contents. Research topic proposals Present and deliver the final version of scripts and content for the television program	Selection of topics to work on Content development Segment selection Program Essay – Roles Final recording on set – USIL TV (CREDITABLE PRODUCT).

### Methodology

The course will be developed based on the following methodologies: The course will be developed based on the following methodologies: The course will be developed based on the following methodologies:

The teacher provides knowledge through readings and class presentations and will be a facilitator in learning. Participatory learning is developed where the student actively involves, participating in both planning, making decisions and responsibility. The student participates in classes by asking questions and offering reactions; writing opinion articles in Padlet activities, reading texts, participating in recreational activities such as Word Wall. Two research projects will also be carried out; and 1 final collaborative work, creating a television magazine, on the topics studied during the course.

Inverted Classroom, Scientific Method in the classroom, and in the application of an active methodology in which knowledge will be constructed by the student who will prepare and carry out oral interventions, presentations, commissioned work, understanding of texts, among other products. In this sense, the teacher, in addition to presenting certain topics in class, will play the role of facilitator or guide of the learning process. These methodologies are ideal for the development of the course in person.

#### Assessment System

Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.

The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.

Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
<b>Evaluación Permanente</b>	<b>70%</b>			
<b>Promedio de Trabajos</b>	<b>100%</b>			
Trabajo 1	50%	Average of the evaluations that will be carried out between week 1 and week 8.	Semana 8	No
Trabajo 2	50%	Average of the evaluations that will be carried out between week 9 and week 15.	Semana 15	No
<b>Evaluación Final</b>	<b>30%</b>	Creditable product	Semana 16	No

#### Attendance Policy

<b>Total Percentage Absences Permitted</b>	30%
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Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).

In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.

#### Basic Required Reading

[1] Manuel Castells , Pekka Himanen (2016). *Reconceptualización del desarrollo en la era global de la información* . <https://dialnet.unirioja.es/servlet/libro?codigo=706711>

[2] Victor M. González Sánchez (2010). *Globalización: un enfoque multidisciplinar* . <https://editorial.tirant.com/es/ebook/globalizacion--un-enfoque-multidisciplinar-victor-m-gonzalez-sanchez-9788498768008>

#### References Supplementary

[1] Nestor Garcia Canclini (2010). *Reseña de "La globalización imaginada"*. <https://www.redalyc.org/pdf/184/18400109.pdf>

[2] Norma Correa Aste. Departamento de Ciencias Sociales de la Pontificia Universidad Católica del Perú

(2000). *Interculturalidad y políticas públicas: una agenda al 2016*.  
<https://dds.cepal.org/redesoc/publicacion?id=1378>

<b>Prepared by:</b>	<b>Approved by:</b>	<b>Validated by:</b>
GAYOSO DIESTRA, ROSA LUZ / LARRIVIERE ROJAS, GISELE CECILIA /	RODRICH PORTUGAL, ROLANDO	Office of Curriculum Development
Date: 07/08/2024	Date: 07/08/2024	Date: 14/08/2024