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| FormatoPrograma | Orientado por Objetivos de Aprendizaje |

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**PROGRAMA DE ASIGNATURA**

**ESPECIALIZACIÓN PERIODÍSTICA**

 **U.S. TOPICS AND CURRENT AFFAIRS**

**A. Antecedentes Generales**

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| 1. **Unidad académica**
 | Facultad de Comunicaciones |
| 1. **Carrera**
 | Periodismo |
| 1. **Código del ramo**
 | PELE 644 |
| 1. **Ubicación en la malla**
 | Cuarto Año / Cuarto Bimestre  |
| 1. **Créditos**
 | 4 |
| 1. **Tipo de asignatura**
 | Obligatorio |  | Electivo | x | Optativo |  |  |
| 1. **Duración**
 | Bimestral | x | Semestral |  | Anual |  |  |
| 1. **Módulos semanales**
 | Clases Teóricas | 2 | Clases Prácticas | 0 | Ayudantía | 0 |  |
| 1. **Horas académicas**
 | Clases |  | Ayudantía |   |  |
| 1. **Pre-requisito**
 | Inglés Nivel 5- Global View- Global Trends |

The United States is almost always in global headlines. Take the opportunity to surf the web and check international newspapers or news channels that are not from the U.S., and you will invariably see news about the U.S.

News about U.S. politics, major storms, scandals, racial issues or sports and entertainment not only fill the content of news outlets globally, but sometimes they are the lead over stories of local interest. Why does the U.S. continue to fascinate content creators and news consumers around the world?

In this course we will discuss, analyze, and try to understand some of the top issues that are relevant in the U.S. today. We will explore certain events that happen or decisions that are made in the U.S. that have global effects or influence.

Some of these topics are quite new, like the handling of the COVID-19 pandemic, the debate about climate change, and the deep polarization in the country’s politics.

There are other issues like immigration, racism, or the debate on guns, that while in the headlines today, have a longer historical background that is important to fully comprehend.

The objective of this course is to train future journalists to identify, follow, and write news or feature stories on current issues about the U.S.; develop official and community sources; obtain relevant data from governmental and non-governmental databases; and to acquire a general historical knowledge and current overview of the U.S.

**B. Aporte al Perfil de Egreso**

Esta asignatura aporta a las competencias Visón Global, visión analítica y a la de búsqueda, selección e integración de la información. Además, es parte del pilar de Globalización que los alumnos UDD tienen como sello.

**C. Objetivos Generales de Aprendizaje de la Asignatura**

• Provide historical context of topics that are relevant today in the United States.

• Analyze current issues that are important to people who live in the U.S.

• Compare certain topics to how Chile handles them.

• Broaden understanding of the U.S. social and political climate.

• Identify and develop sources who have expertise and knowledge about the U.S.

• Follow, report, and produce news or feature story with multimedia elements on U.S. issues.

A nivel conceptual:

* Understand and analyze past and current societal and political issues in the U.S.

A nivel de procedimientos:

* Produce online or multimedia story on the U.S.

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A nivel de actitudes:

* Identify areas of interest for future reporting on the U.S.

**D. Unidades de Contenido y Objetivos de Aprendizaje**

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| **UNIDADES DE CONTENIDO/ TEMAS**  | **OBJETIVOS DE APRENDIZAJE** |
| COVID-19 and U.S. handling of the pandemic | To ANALYZE how the Covid Pandemic was handled in the USA |
| Political polarization in the U.S. today | TO UNDERSTAND how the American politics … |
| Guns in the U.S.  |  |
| Immigration: a perennially controversial topic |  |
| Racism and Discrimination |  |
| George Floyd, Black Lives Matter and Police Brutality |  |
| The myth of American exceptionalism |  |
| Media and entertainment industry |  |

**E. Estrategias de Enseñanza**

El curso presenta un enfoque teórico con clases expositivas y de análisis de lecturas, con permanentes referencias a los temas que se abordan en cada clase.

Durante todo el curso se irá construyendo en paralelo el trabajo final del mismo, el que consiste en una aplicación práctica a la construcción de un reportaje basado en un tema de los analizados en clase.

**F. Estrategias de Evaluación**

**2 quizzes, based on class material 10% each**

**Participation in forum 15%**

**Final assignment on any topic covered in course 35%**

**Participation and attendance 30%**

**G. Recursos de Aprendizaje**

Presentaciones clase a clase, acompañada de una selección de imágenes y videos de entrevistas y apoyo.

**Bibliografía Obligatoria**

* MAAREK, Philippe. Marketing político y comunicación. Claves para la buena información política. Paidós, 1997: 21-38.
* Quinto Cicerón. Commentariolum petitionis (cualquier edición).
* SANDERS, Karen (2009). Communicating Politics in the Twenty-First Century. Palgrave Macmillan, 40-54.

**Bibliografía Complementaria**

* AIRA, Toni (2011). *Los guardianes del mensaje*. UOC.
* ALONSO, Manuel y ADELL, Ángel (2011). *Marketing Político 2.0*. Gestion 2000.
* BERROCAL, Salomé (2003). *Comunicación Política en Televisión y nuevos medios*. Ariel.