National University of Engineering (UNI)
School of Computer Science
Syllabus 2027-I

1. COURSE

BRC120. National Reality, Constitution, and Human Rights (Mandatory)

2. GENERAL INFORMATION

2.1 Course	:	BRC120. National Reality, Constitution, and Human Rights
2.2 Cycle	:	4^{th} Cycle.
2.3 Credits	:	2
2.4 Hours	:	2 HT;
2.5 Duration of the period	:	16 weeks
2.6 Type of course	:	Mandatory
2.7 Learning modality	:	Face to face
2.8 Prerrequisites	:	None

3. PROFESSORS

Meetings after coordination with the professor

4. INTRODUCTION TO THE COURSE

Understanding Peruvian reality is essential for future professionals, including those in computer science, so they can contribute to the country's development in an informed and responsible manner. This course analyzes the historical, social, economic, and political aspects of Peru, with an emphasis on current challenges and opportunities.

5. GOALS

- Analyze the historical processes that have shaped Peruvian national reality.
- Understand the main social, economic, and political challenges facing Peru.
- Identify development opportunities and the role of technology in building a better future for the country.

6. COMPETENCES

AG-C01) The Professional and the World: Analyzes and evaluates the impact of solutions to complex computing problems on the sustainable development of society. (Usage)

AG-C02) Ethics: Applies ethical principles and commits to professional ethics and the standards of professional computing practice. (Usage)

AG-C04) Communication: Communicates effectively in complex computing activities. (Usage)

7. TOPICS

Unit 1: History of Peru (8 hours)	
Competences Expected: AG-C02,AG-C04	
Topics	**Learning Outcomes**
• Pre-Hispanic Peru. • Colonial era. • Republican Peru: 19th and 20th centuries.	• Describe the main periods of Peruvian history. [Familiarizarse] • Analyze the key events that have shaped national identity. [Usar] • Explain the influence of the past on Peru's current reality. [Evaluar]
Readings : [Kla12], [Cot05]	

Unit 2: Cultural and Social Diversity (8 hours)	
Competences Expected: AG-C02,AG-C04	
Topics	**Learning Outcomes**
• Cultural diversity of Peru. • Ethnic and linguistic groups. • Social inequality and exclusion.	• Identify the different cultural groups that make up Peru. [Familiarizarse] • Analyze the causes and consequences of social inequality. [Usar] • Propose solutions to promote social inclusion. [Evaluar]
Readings : [Por01], [Man88]	

Unit 3: Peruvian Economy (8 hours)	
Competences Expected: AG-C02,AG-C04	
Topics	**Learning Outcomes**
• Economic structure of Peru. • Economic sectors: mining, agriculture, industry, services. • International trade. • Economic challenges and sustainable development.	• Describe the economic structure of Peru. [Familiarizarse] • Analyze the importance of the different economic sectors. [Usar] • Evaluate economic policies and their impact on sustainable development. [Evaluar]
Readings : [Dan13], [Hun18]	

Unit 4: Peruvian Political System (8 hours)	
Competences Expected: AG-C02,AG-C04	
Topics	**Learning Outcomes**
• Organization of the Peruvian State. • Democracy and governance. • Corruption and transparency.	• Describe the organization of the Peruvian State. [Familiarizarse] • Analyze the challenges to democracy and governance in Peru. [Usar] • Evaluate the importance of transparency and the fight against corruption. [Evaluar]
Readings : [Tan18], [Qui13]	

Unit 5: Technology and Development in Peru (8 hours)	
Competences Expected: AG-C02,AG-C04	
Topics	**Learning Outcomes**
• The role of technology in Peru's development. • Digital divide and digital inclusion. • Technological innovation and entrepreneurship.	• Analyze the importance of technology for Peru's economic and social development. [Familiarizarse] • Propose solutions to reduce the digital divide. [Usar] • Evaluate the potential of technological innovation and entrepreneurship in Peru. [Evaluar]
Readings : [Eco19]	

Unit 6: Challenges and Opportunities for the Future (8 hours)	
Competences Expected: AG-C01,AG-C02,AG-C04	
Topics	**Learning Outcomes**
• Sustainable development. • Peru's vision for 2050. • The role of professionals in building the future.	• Analyze the challenges Peru faces in achieving sustainable development. [Familiarizarse] • Understand the long-term vision for the country's development. [Usar] • Reflect on the role of professionals in building a better future for Peru. [Evaluar] • Evaluate the impact of computing solutions on Peru's sustainable social development. [Evaluar]
Readings : [CEP21]	

8. WORKPLAN

8.1 Methodology

Individual and team participation is encouraged to present their ideas, motivating them with additional points in the different stages of the course evaluation.

8.2 Theory Sessions

The theory sessions are held in master classes with activities including active learning and roleplay to allow students to internalize the concepts.

8.3 Practical Sessions

The practical sessions are held in class where a series of exercises and/or practical concepts are developed through problem solving, problem solving, specific exercises and/or in application contexts.

9. EVALUATION SYSTEM

Theory Sessions:
The theory sessions are held in master classes with activities including active learning and roleplay to allow students to internalize the concepts.

Lab Sessions:
In order to verify their competences, several activities including active learning and roleplay will be developed during lab sessions.

Oral Presentations:
Individual and team participation is encouraged to present their ideas, motivating them with additional points in the different stages of the course evaluation.

Reading:
Throughout the course different readings are provided, which are evaluated. The average of the notes in the readings is considered as the mark of a qualified practice. The use of our virtual campus allows each student to access the course information, and interact outside the classroom with the teacher and with the other students.

The final grade NF depends on the following grades:

- PE: Partial Exam.
- FE: Final Exam.
- P: Permanent Evaluation (Average of practical work and graded assignments).

The final grade NF is calculated as follows:

$$NF = \frac{PE + FE + P}{3}$$

10. BASIC BIBLIOGRAPHY

[Man88] Nelson Manrique. *Yawar Fiesta: una ceremonia de sangre*. DESCO, 1988.

[Por01] Gonzalo Portocarrero. *Rostros criollos del Perú: cultura, sociedad, política*. PUCP, 2001.

[Cot05] Julio Cotler. *Clases, Estado y Nación en el Perú*. IEP, 2005.

[Kla12] Peter Flindell Klarén. *Nación y sociedad en la historia del Perú*. IEP, 2012.

[Dan13] Óscar Dancourt. *La economía peruana: siglos XIX y XX*. PUCP, 2013.

[Qui13] Alfonso W. Quiroz. *Historia de la corrupción en el Perú*. IEP, 2013.

[Hun18] Shane Hunt. *El Perú en el siglo XXI*. IEP, 2018.

[Tan18] Martín Tanaka. *Democracia y política en el Perú*. IEP, 2018.

[Eco19] Ministerio de Economía y Finanzas - Perú. *Plan Nacional de Competitividad y Productividad 2019-2030*. 2019. URL: https://www.mef.gob.pe/es/?option=com_content&language=es-ES&Itemid=101258&view=article&id=5774.

[CEP21] CEPLAN. *Bases del Plan Estratégico de Desarrollo Nacional: Perú al 2050*. 2021. URL: https://www.ceplan.gob.pe/planes-estrategicos/.