



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
Isulan, Sultan Kudarat
College of Industrial Technology
1st Semester S.Y. 2024-2025



UNIVERSITY VISION

A trailblazer in arts, science and technology in the region.

UNIVERSITY MISSION

The University shall primarily provide advance instruction and professional training in science and technology, agriculture, fisheries, education and other related field of study. It shall undertake research and extension services, and provide progressive leadership in its area of specialization.

UNIVERSITY GOAL

To produce graduates with excellence and dignity in arts, science and technology.

UNIVERSITY OBJECTIVES

- a. Enhance competency development, commit and true spirit of service for public account delivery of quality services;
- b. Provide relevant programs and professionals to the development needs of the region;
- c. Strengthen local and international collaboration borderless programs;
- d. Develop a research culture among faculty and students;
- e. Develop and promote environmentally-friendly knowledge and technologies at par with international standards;
- f. Promote research-based information and technology development;
- g. Enhance resource generation and mobility of the university.

Program Objectives and its relationship to University Objectives:
PROGRAM OBJECTIVES (PO)

A graduate of BS in Information Technology can:	UNIVERSITY OBJECTIVES						
	a	b	c	d	e	f	G
a. innovate technological concepts and ideas underpinning desired IT solutions;	/	/	/	/	/	/	/
b. administer competently the Computer Networks, System Development, Software Applications operations, Hardware Servicing and Maintenance;	/	/	/	/	/	/	/
c. design industry-based applications, infrastructures and technologies that will promote and contribute to the development of the community;	/	/	/	/	/	/	/
d. Adopt to various national and international industries standards in the practice of the profession; and	/	/	/	/	/	/	/
e. Demonstrate professionalism in the social, environmental and legal aspects of information technology.	/	/	/	/	/	/	/

- 1.. Course Code** : GEC 005
2. Course Title : THE CONTEMPORARY WORLD
3. Prerequisite : None
4. Credits : 3 UNITS

Course Description :

This course introduces students to the contemporary world by examining the multifaceted phenomenon of globalization. Using the various disciplines of the social sciences, it examines the economic, social, political, technological, and other transformations that have created an increasing awareness of the interconnectedness of people and places around the globe. To this end, the course provides an overview of the various debates in global governance, development, and sustainability. Beyond exposing the student to the world outside the Philippines, it seeks to inculcate a sense of global citizenship and global ethical responsibility.

This course includes mandatory topics on population education in the context of population and demography.

6. Course Learning Outcomes and its Relationship to Program Objectives

Course Learning Outcomes	Program Objectives

At the end of the semester, the students can:	a	b	c	d	e
a. Distinguish different interpretations of and approaches to globalization	/	/	/		/
b. Describe the emergence of global economic, political, social, and cultural systems		/	/	/	/
c. Analyze the various contemporary drivers of globalization	/	/	/	/	/
d. Understand the issues confronting the nation-state	/	/	/	/	/
e. Assess the effects of globalization on different social units and their responses	/	/			/

Course Objectives, Topics, Time Allotment	Desired Student Learning Outcomes	Outcomes-Based Assessment (OBA) Activities	Evidence of Outcomes	Course Learning Outcomes	Program Objectives	Values Integration
Topic : SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System (1 hours)						
1. Introduce self to classmates and teacher 2. Discuss the VMGO of the university, school policies, classroom policies, scope of the course, course requirements and grading system 3. List expectations for the course 4. Recall course rules	1. Course overview 2. School policies and classroom policies. 3. Student can internalize the university's VMGO, classroom policies, course overview, requirements and grading system.	Individual participation in class discussion and group presentation	Group and individual discussions			Belongingness Obedience Loyalty
Topic : Introduction to Globalization (6 hours)						
2.1. Introduction to the Study of Globalization 2.2. Define globalization	2.1. The students can differentiate the competing conceptions of globalization 2.2. The students can identify the	Students participation in question and answer activity facilitated by teacher Group dynamics	Rubrics score cards of class participation accomplished by professor. Rubrics score cards of	a, b, e	a, b, e	Unity and teamwork Value of participation Cooperation

2.3. Write a personal definition of globalization	underlying philosophies of the varying definitions of globalization 2.3. The students can agree on a working definition of globalization for the course	Lecture Board Work News report critique: Students will find and read three articles (local or international) discussing globalization. Collage making related to globalization Debate	reflection papers Rubrics score cards on News reporting Rubrics score cards on video making				Value of Appreciation
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Topic: The Global Economy (3 hours)

3.1. Identify the factors that facilitate economic globalization 3.2. Define the modern world system 3.3. Articulate a stance on global economic integration	3.1. The students can Identify the actors that facilitate economic globalization 3.2. the students can define the modern world system 3.3. The student can discuss and articulate a stance on global economic integration	Students participation in question and answer activity facilitated by teacher Group dynamics Synthesis/Reflection papers Debate: The students will debate the proposition "That global free trade has done more harm than good."	Rubrics score cards of class participation accomplished by professor. Rubrics score cards of reflection papers Rubrics score cards of debate	a, b, c, e	b	Unity and teamwork Value of Participation Sportsmanship
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Topic: Market Integration (3 hours)

4.1 Explain the role of international financial institutions in the Creation of a global economy	4.1 The students can able to Explain the role of international financial institutions in the creation of a global economy	Students participation in question and answer activity facilitated by teacher	Rubrics score cards of class participation accomplished by professor.	a, b,c, e	b,e	Unity and teamwork
4.2. Narrate a short history of global market integration in the 20 th century	4.2 The students can narrate a short history of global market integration in the twentieth century	Group dynamics	Rubrics			Value of participation
4.3 Identify the attributes of global corporations	4.3 The students can discuss the attributes of global corporations	Lecture/discussion Film viewing and discussion				

Topic: The Global Interstate System (3 hours)

5.1Explain the effects of globalization on governments	5.1. The students can explain the effects of globalization on governments	Students participation in question and answer activity facilitated by teacher	Rubrics score cards of reflection papers	a,b,c,d,e	a, c,	Unity and teamwork
5.2 Identify the institutions that govern international relations	5.2 The students can Identify the institutions that govern international relations	Group dynamics	Rubrics score cards of debate			Value of Cooperation
5.3Differentiate internationalism from globalism	5.3. The students can differentiate	Lecture/discussion				Value of Hard work

	internationalism from globalism.					
Topic: Contemporary Global Governance (4 hours)						
6.1 Identify the role and functions of the United Nations	6.1. The students can identify the role and functions of the United Nations	Students participation in question and answer activity facilitated by teacher	Rubrics score cards of class participation	b,d	a, b, c	Value of creativity
6.2 Identify the challenges of global governance in the twenty-first century	6.2. The students can discuss the challenges of global governance in the twenty-first century	Group dynamics				Value of participation
6.3. Explain the relevance of the state amid globalization	6.3. The students can discuss the relevance of the state amid globalization	Lecture/discussion				Value of Hard work
Topic: Global Divides: The North and the South (focus on Latin America) (3 hours)						
7.1 Define the term "Global South"	7.1. The students can discuss the term Global South	Students participation in question and answer activity facilitated by teacher	Rubrics score cards of class participation	a,b,e	a, b, c, d	Unity and teamwork
7.2 Differentiate the Global South from the Third World	7.2. The students can differentiate the difference between the Global South from the third world countries	Reaction paper about global divides	Rubrics score cards of reaction paper			Value of participation
7.3 Analyze how a new conception of global relations emerged from	7.3. The students can conceptualize					Value of Hardwork

the experiences of Latin American countries	the global relations that emerged from the experiences of Latin American countries					
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Topic: Asian Regionalism (3 hours)

8.1. Differentiate between regionalization and globalization	8.1. The students can be able to differentiate regionalization and globalization	Students participation in question and answer activity facilitated by the teacher	Rubrics score cards of class participation	a,b,c,d,e	a, b, c, d	Value of creativity
8.2. Identify the factors leading to a greater integration of the Asian region	8.2. The students can identify factors leading to a greater integration of the Asian region	Group dynamics				Value of participation
8.3 Analyze how different Asian states confront the challenges of globalization and regionalization	8.3. The students can analyze how different Asian states confront the challenges of globalization and regionalization	Film viewing/video clips				Hard work

Topic: Global Media Cultures (3 hours)

10.1. Analyze how various media drive various forms of global Integration	10.1. The students can analyze how various media drive various forms of global Integration	Students participation in question and answer activity facilitated by teacher	Rubrics score cards of Class participation	c,e	a, b, c, d	Unity and teamwork
10.2. Explain the dynamic between local and	.10.2. The students can explain	Brainstorming	Rubrics for video clip presentation			Value of participation

global cultural production	thoroughly the dynamic between local and global cultural production	Video clips and documentaries on the various forms of global integration	and documentary				Value of Hard work
Topic: The Globalization of Religion (3 hours)							
11.1. Explain how globalization affects religious practices and beliefs	11.1. The students can able to Explain how globalization affects religious practices and beliefs	Students participation in question and answer activity facilitated by teacher	Rubrics score cards of class participation	a,b	a, b, c, d,e	Unity and teamwork	
Topic: The Global City (3 Hours)							
12.1. Identify the attributes of a global city	12.1. The students can able to identify the attributes of global city	Lecture/discussion Video clips	Rubrics score cards of class participation	a,b	c,e	Value of participation	
12.2. Analyze how cities serve as engines of globalization	12.2. The students can analyze how cities serve as engines of globalization						
Topic: Global Demography (3 hours)							

13.1. Explain the theory of demographic transition as it affects global population	13.1. The students can explain the theory of demographic transition as it affects global population	Discussion/lecture	Rubrics score cards of Class participation	a,b	a,d,e	Value of Participation
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Topic: Global Migration (3 hours)

14.1. Analyze the political, economic, cultural, and social factors underlying the global movements of people	14.1. The students can analyze the political, economic, cultural, and social factors underlying the global movements of people	Group dynamics Lecture/discussion	Rubrics score cards of class participation	a,b,d,e	a,b,d,e	Value of Cooperation Value of Creativity
14.2 Display first-hand knowledge of the experiences of OFWs	14.2 The students can be able to know the first hand knowledge of the experiences of OFW's	OFW Interview: Each student will be asked to interview a former or a current OFW (face-to-face or online). In class they will share what they learned from these interviews about transnationalism and the factors that affect global migrations.				

Topic: Research Proposal Writing (2 hours)

15.1. Write a research paper proposal with proper citation	15.1. The students can write a research proposal	Mini-lecture on citation methods for research papers Proposal for final research paper: Students will begin writing proposal for their final research paper. Pair discussion:		a,b,c,d,e	a,b,c,d,e	Value of Hard Work Value of Enthusiasm
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Topic: Sustainable Development (2 hours)

16.1. Differentiate stability from sustainability 16.2. Articulate models of global sustainable development	16.1. The students can differentiate stability from sustainability 16.2. The students can articulate models of global sustainable development	Lecture/discussion Group Reporting	Rubrics score cards of group reporting	a,b	a,b,c,d,e	Value of Cooperation
Topic: Global Food Security (2 hours)						
17.1. Define global food security 17.2. Critique existing model of global food security	17.1. The students can define global food security 17.2. The students can critique existing model of global food security	Lecture/discussion video clips/Film viewing		a,b,e	a,b,e	Value of Participation
Topic: Global Citizenship (2 hours)						
18.1. Articulate a personal definition of global citizenship 18.2. Appreciate the ethical obligations of global citizenship	18.1. The students can articulate a personal definition of global citizenship 18.2. The students can appreciate the ethical obligations of global citizenship	Lecture/discussion Personal concept map of global citizenship: Students will engage in a free association exercise of ideas they associate with "global citizenship." Based on this, they will synthesize a personal definition of the concept. Afterwards, they will	Rubrics/Score cards	a,b,e	a,b,c,e	Value of Participation

		list the obligations of a global citizen				
Topic: Research Paper Writing(3 hours)						
19.1. Write a research paper on a topic related to globalization, with proper citation	19.1. The students can able to write a research paper related to globalization, with proper citation	Independent/Group research and writing	Rubrics	a,b,c,d,e	a,b,c,d,e	Value of Hard work
Number of Hours	52 hours (Lecture) 2 hours (Exam)					
Total Number of Hours	54 hours					

8. Course Evaluation

Course Requirements: 80% running program (minimum requirement: client-server technology

Grading System:

MIDTERM		FINAL TERM	
Exam	50%	Exam	50%
Course Requirement	20%	Course Requirements	- 20%
Attendance	- 5%	Attendance	- 5%
Quizzes	-15%	Quizzes	- 15%
Participation	-10%	Participation	- 10%

$$\text{MTG}+\text{FTG}/2=\text{FG}$$

Schedule of Examination:

Midterm
Classes End

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- References: (10 references)

Final Term

Textbook:

Steger, Manfred B., Paul Battersby, and Joseph M. Siracusa, eds. (2014). *The SAGE Handbook of Globalization*. Two volumes. Thousand Oaks: SAGE Publications.
Aldama, Regoyal Prince Rennex (2018). "The contemporary World." Rex Bookstore, Inc.

Other Readings:

- Aguilar, Filomeno V. (2012). "Differentiating Sedimented from Modular Transnationalism: The View from East Asia." *Asian and Pacific Migration Journal* 21(2): 149–171.
- Jornal 21(2): 149–171.
- Bello, Walden F. (2006). "The Multiple Crises of Global Capitalism." In *Deglobalization: Ideas for a New World Economy*, pp. 1-31. Quezon City: Ateneo de Manila University Press.
- Castles, Stephen. (2000). "International Migration at the Beginning of the Twenty-First Century: Global Trends and Issues." *International Social Science Journal* 52 165: 269–281.
- Carter, April. (2001). "Global Civil Society: Acting as Global Citizens" in *The Political Theory of Global Citizenship*, pp. 147-176 London: Routledge.
- Connell, Raewyn. (2007). "Dependency, Autonomy and Culture. In *Southern Theory: The Global Dynamics of Knowledge in Social Science*, pp. 139-163. Cambridge, UK: Polity Press.
- Hobsbawm, Eric J. (1996). "The Future of the State." *Development and Change* 27(2): 267–278.
- Lee, Ronald. (2003). "The Demographic Transition: Three Centuries of Fundamental Change." *Journal of Economic Perspectives*

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