



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, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services;
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region;
- c. Strengthen local and international collaborations and partnerships for borderless programs;
- d. Develop a research culture among faculty and students;
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards;
- f. Promote research-based information and technologies for sustainable development;
- g. Enhance resource generation and mobilization to sustain financial viability of the university

Program Objectives and its relationship to University Goals:

| PROGRAM OBJECTIVES (PO) | OBJECTIVES | | | | | | |
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| | a | b | c | d | e | f | g |
| A graduate of BS Information Technology can: | | | | | | | |
| a. Innovate technological concepts and ideas underpinning desired IT solutions; | / | / | | | / | / | / |
| b. Administer competently the computer networks, systems development, software applications, hardware and maintenance; | / | / | | | / | / | / |
| c. Design-industry-based applications, infrastructure and technologies that will promote the advancement and 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 : GE 705

2. Course Title : The Contemporary World

3. Prerequisite : None

4. Credits : 3 UNITS

5. 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 peoples 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.

6. Course Learning Outcomes and Relationships to Program Educational Objectives

| At the end of the semester, the students can: | Course Learning Outcomes | | | | | Program Objectives | | | | |
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| | 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 | | | | | | / | / | | | |

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| f. Analyze contemporary news events in the context of globalization | | | | / | / | |
| g. Analyze global issues in relation to Filipinos and the Philippines | | | | / | / | |
| h. Articulate personal positions on various global issues | | | | / | / | |
| i. Identify the ethical implications of global citizenship | | | | / | / | |

7. Course Content

| Course Objectives, Topics, Time Allotment | Desired Student Learning Outcomes | Outcomes-Based Assessment (OBA) Activities | Evidence of Outcomes | Course Objectives | Program Outcomes | Values Integration |
|---|---|---|---|-------------------|------------------|---|
| Topic: SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System (1 hour) | | | | | | |
| <ul style="list-style-type: none"> ✓ Introduce self to classmates and teachers ✓ List expectations for the course ✓ Recall course rules ✓ Discuss the VMGO of the university, classroom policies, scope of the course, course requirements and grading system | <ul style="list-style-type: none"> ✓ Students would be aware of and appreciate the university's VMGO, classroom policies, course overview, requirements and grading system. ✓ Course Introduction | Individual participation in class discussion and group presentation | ✓ discussion | | | loyalty and commitment |
| Topic Weeks 1-2 Introduction to Globalization - Defining globalization (6 hours) | | | | | | |
| <ul style="list-style-type: none"> ✓ Write a personal definition of globalization based on a concept map ✓ Differentiate the competing conceptions of globalization ✓ Identify the underlying | <ul style="list-style-type: none"> ✓ Students would learn the definition and salient components of globalization. | <ul style="list-style-type: none"> ✓ Personal concept map of globalization: Students will engage in a free association exercise of ideas they associate with "globalization." Based on the concepts they list, they will synthesize a personal definition of the | <ul style="list-style-type: none"> ✓ Quiz on the reading materials ✓ Recitation | a,b,c,d,e,f,g,h,i | c,f | awareness to global and cultural realities, respect |

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| <p>philosophies of the varying definitions of globalization</p> <p>✓ Agree on a working definition of globalization for the course</p> | | <p>concept.</p> <ul style="list-style-type: none"> ✓ Lecture ✓ News report critique: Students will find and read three newspaper op-eds (local or international) discussing globalization. Before class, they will write 50-word summaries of each op-ed, identifying what the underlying definitions of globalization the op-ed writers use. | | | |
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Topic: Weeks 3-5: The Structures of Globalization

- The Global Economy
- Market Integration
- The Global Interstate System
- Contemporary Global Governance **(12 hours)**

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| <ul style="list-style-type: none"> ✓ Define economic globalization ✓ Identify the actors that facilitate economic globalization ✓ Define the modern world system ✓ Articulate a stance on global economic integration ✓ Explain the role of international financial institutions in the creation of a global economy ✓ Narrate a short history of global market | <ul style="list-style-type: none"> ✓ Students would be able to understand the structures of globalization particularly the modern world and economic systems, global interstate systems, and contemporary global governance. | <ul style="list-style-type: none"> ✓ Lecture ✓ Discussion leadership | <ul style="list-style-type: none"> ✓ Quiz on the reading materials ✓ Recitation | a,b,c,d,e,f,g, h,i | c,f | awareness to global and cultural realities, respect |
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| <ul style="list-style-type: none"> integration in the twentieth century ✓ Identify the attributes of global corporations ✓ Explain the effects of globalization on governments ✓ Identify the institutions that govern international relations ✓ Differentiate internationalism from globalism ✓ Identify the roles and functions of the United Nations ✓ Identify the challenges of global governance in the twenty-first century ✓ Explain the relevance of the state amid globalization | | | | | |
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Topic: Weeks 6-8: A World of Regions

- Global Divides: The North and the South
- Asian Regionalism **(12 hours)**

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| <ul style="list-style-type: none"> ✓ Define the term "Global South" ✓ Differentiate the Global South from the Third World ✓ Analyze how a new conception of global relations emerged from the experiences of Latin American | <ul style="list-style-type: none"> ✓ Students would be able to learn the concept of regions in the globalization era. ✓ Students would be able to understand the global divisions specifically the concept of north | <ul style="list-style-type: none"> ✓ Lecture ✓ Discussion leadership ✓ Group Discussion | <ul style="list-style-type: none"> ✓ Quiz on the reading materials Graded Group Report: Students will form groups of 3-5. Each group will be assigned a | a,b,c,d,e,f,g, h,i | c,f awareness to global and cultural realities, respect |
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| <ul style="list-style-type: none"> ✓ countries ✓ Differentiate between regionalization and globalization ✓ Identify the factors leading to a greater integration of the Asian region ✓ Analyze how different Asian states confront the challenges of globalization and regionalization | <ul style="list-style-type: none"> ✓ and south as well as Asian Regionalism. ✓ Students would be able to awaken their sensibility on regionalization and globalization and learn how different states confront the challenges of globalization and regionalization. | | <p>Latin American country to report on. These groups will deliver 10-minute presentations on the contemporary foreign and economic policies of their respective countries.</p> | | | |
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Midterm Exam (3 hours)

Topic: Weeks 10-11: A World of Ideas, Global Media Cultures

- The Globalization of Religion (6 hours)

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| <ul style="list-style-type: none"> ✓ Analyze how various media drive various forms of global integration ✓ Explain the dynamic between local and global cultural production ✓ Explain how globalization affects religious practices and beliefs | | <ul style="list-style-type: none"> ✓ Lecture ✓ Discussion leadership ✓ Group Discussion | <ul style="list-style-type: none"> ✓ Quiz on the reading materials ✓ Recitation ✓ Graded Group Report: Students will form groups of 3-5. Each group will be asked to pick an Asian musical act that became internationally famous. In | a,b,c,d,e,f,g, h,i | c,f | awareness to global and cultural realities, respect |
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| ✓ Analyze the relationship between religion and global conflict and, conversely, global peace | | | their group report, they must answer the following questions: 1. Where did the musical act/artist originate? 2. In which countries did the artist become famous? 3. How did the artist become famous? 4. Why do you think the artist became famous? | | | |
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Topic: Weeks 12-14: Global Population and Mobility

- The Global City
- Global Demography
- Global Migration **(12 hours)**

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| ✓ Identify the attributes of a global city ✓ Analyze how cities serve as engines of globalization ✓ Explain the theory of demographic transition as it affects global | | ✓ Lecture ✓ Discussion leadership ✓ Group Discussion ✓ 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 | ✓ Quiz on the reading materials Graded Group Report: Students will form groups of 3-5. Each group will be assigned a global city to | a,b,c,d,e,f,g,h,i | c,f | awareness to global and cultural realities, respect |
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| <p>population</p> <ul style="list-style-type: none"> ✓ Analyze the political, economic, cultural, and social factors underlying the global movements of people ✓ Display first-hand knowledge of the experiences of OFWs ✓ Write a research paper proposal with proper citation ✓ Critique research proposals of classmates | | <p>affect global migrations.</p> | <p>discuss and research on. Their reports should answer the following questions:</p> <ol style="list-style-type: none"> 1. How would you describe your city? 2. What is your city known for? 3. What makes your <p>✓ Short research paper to discuss the topic: Has the Philippines undergone the demographic transition? Why or why not?</p> | | |
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Topic: Weeks 15-16: Towards a Sustainable World

- Sustainable Development
- Global Food Security **(10 hours)**

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| <ul style="list-style-type: none"> ✓ Differentiate stability from sustainability ✓ Articulate models of global sustainable development ✓ Define global food | | <ul style="list-style-type: none"> ✓ Lecture ✓ Discussion leadership ✓ Group Discussion | <ul style="list-style-type: none"> ✓ Quiz on the reading materials ✓ Recitation ✓ | a,b,c,d,e,f,g, h,i | c,f,g awareness to global and cultural realities, respect |
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| security | | | | | | |
| ✓ Critique existing models of global food security | | | | | | |

Topic: Weeks 17-18: Conclusion

- Global Citizenship
- Research paper writing (**6 hours**)

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| <ul style="list-style-type: none"> ✓ Articulate a personal definition of global citizenship ✓ Appreciate the ethical obligations of global citizenship ✓ Write a research paper on a topic related to globalization, with proper citation | | <ul style="list-style-type: none"> ✓ Lecture ✓ Discussion leadership ✓ Group 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 list the obligations of a global citizen. | <ul style="list-style-type: none"> ✓ Quiz on the reading materials ✓ Recitation ✓ Final Requirement | a,b,c,d,e,f,g,h,i | c,f,g | awareness to global and cultural realities, respect |
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TOTAL: 54 hours

Lecture: 28 hours

Assessment: 20 hours

Examination (Midterm and Final): 6 hours

8. Course Evaluation

Course Requirements: Student should be able to have a grade of 75% to pass the subject

Grading System:

Midterm Exam - 20%

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| Discussion Leadership | - 15% |
| Attendance | - 10% |
| Quizzes/Assignments | - 15% |
| Participation | -15% |
| Final Requirement | <u>-25%</u> |
| | 100% |

References:

- Textbook: Steger, Manfred B., Paul Battersby, and Joseph M. Siracusa, eds. 2014. The SAGE Handbook of Globalization. Two volumes. Thousand Oaks: SAGE Publications.
- Aguilar, Filomeno V. 2012. "Differentiating Sedimented from Modular Transnationalism: The View from East Asia." Asian and Pacific Migration Journal 21(2): 149–171.
- Castles, Stephen. 2000. "International Migration at the Beginning of the TwentyFirst Century: Global Trends and Issues." International Social Science Journal 52 (165): 269–281.

Films:

- "The Corporation" directed by Mark Achbar and Jennifer Abbott
 "The Price of Sugar" directed by Bill Haney
 "The Rise of ISIS," PBS Frontline (<http://www.pbs.org/wgbh/frontline/film/rise-of-isis/>)

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