

**Soc Sci 12: The Contemporary World
Rootedness: Investigating and Knowing the World
2nd Semester
'24-'25**



Ang Pangakong Inaagnas At Ang Sakit Na Wala Ng Lunas
Jojit Solano, 2022

Instructor:
Jehu Laniog

Office hours:
By Appointment¹

¹ Please send me an email at least 24hrs before your intended appointment. I want to make sure that I am available for in-person consultation.

A. Course Information

COURSE NUMBER	SOCSC 12	NO. OF UNITS	3
COURSE TITLE	THE CONTEMPORARY WORLD		
PREREQUISITE/S	SOCSC 11		
DEPARTMENT/ PROGRAM	SOCIOLOGY & ANTHROPOLOGY	SCHOOL	SOSS
SCHOOL YEAR	2024-2025	SEMESTER	SECOND SEM
INSTRUCTOR/S	LANIOG, JEHU EMMANUEL		
VENUE/ PLATFORM	ONSITE/ CANVAS	SECTION & SCHEDULE	
		B - MTH 9:30-11:00 C2 - MTH 11:00-12:30 L4 - TF 11:00-12:30	
Total Learning Hours	90 hours		
CONFIGURATION	ONSITE: 90hrs of total learning hours, with 45hrs allocated for contact hours (30 hrs of which are allocated for on-site sessions) and the remaining 45hrs is allotted for students to accomplish out-of-class student work.		

B. Course Description

This course explores the making of the contemporary world from an interdisciplinary social sciences perspective, seeking a comprehensive and critical understanding of modernity and its diverse aspects. It examines the historical and social transformations that have shaped the contemporary world and evaluates their effects on social actors, structures, spaces, ideas and institutions. This course also studies the processes that have brought about an increasing consciousness of the interconnections and interrelationships of local peoples and spaces around the globe, as well as the dilemmas brought about by such changes and the responses to them. The theoretical perspectives and approaches emphasize the interfaces between local and global realities, situating the Philippines and its contemporary challenges amidst these complex processes. Topics may include processes of state formation, social revolution, migration, colonialism/decolonization, nation-building and development.

Class Format:

This is an introductory survey course that introduces our contemporary world/modernities as a vibrant area of study within anthropology, a discipline characterized by creative, critical, and useful modes of inquiry. You will have the chance to explore topics of interest beyond the syllabus throughout the course. Class time will be used for a variety of pedagogical activities, including lectures, active-learning exercises, screening documentaries, and small and large group discussion. I invite everyone to collaborate in creating an active, stimulating, and engaging intellectual space where we can unlearn what we know and expand how we think.

Class Learning Objectives:

COURSE LEARNING OUTCOMES
CLO1: Understand the debates around the significance of modernity and its diverse aspects and evaluate their contributions and limitations.
CLO2: Analyze contemporary events and issues in the context of modernity and other globalizing forces using an interdisciplinary lens.
CLO3: Identify and explain similarities and differences among experiences and interpretations of cultural, economic, political and social transformations that have shaped the contemporary world.
CLO4: Generate alternative perspectives in understanding the impact of different aspects of modernity and other globalizing forces.
CLO5: Develop a critical attitude toward taken-for-granted notions and assumptions of modernity and other globalizing forces in and beyond the Philippine context.

C. COURSE OUTLINE and LEARNING HOURS

Course Outline	CLOs	Estimated Learning Hours
<u>Module 0: Course Intro/Orientation</u>		2
<u>Module 1: Experiencing and living modernity</u> Module 1 looks at selected experiences, narratives and perspectives of modernity and its different aspects at the individual and community levels.	1, 2	18

<p><i>Key questions: Based on our personal experiences, what does it mean to be "modern"? In what ways do we express and embody "modernity" in everyday life?</i></p>		
<p><u>Module 2: Modernity emerging and rising</u></p> <p>Module 2 defines the concept of modernity (i.e. sees it as multidimensional) and traces its origins. It zeroes in on the Enlightenment Period, a vibrant episode that provided impetus for social transformations around the world. It juxtaposes this period with what is loosely defined "pre-modernity" in order to highlight changes. Module 2 also highlights different aspects and manifestations of modernity especially during the era of industrialization and colonization. It sheds light on the merits and demerits of pioneering attempts to civilize and modernize the world.</p> <p><i>Key questions: Why was the Age of Enlightenment a crucial historical period of social and cultural change? How did it contribute to the emergence of "modern" institutions like the state?</i></p>	1, 2, 3	10
<p><u>Module 3: Modernity expanding</u></p> <p>Module 3 demonstrates how processes of modernity have expanded, multiplied and diversified. It ceases to be merely a North American and Western European undertaking as parallel processes have emerged elsewhere. It also delves into the advantages and disadvantages of these projects.</p> <p><i>Key questions: In what ways have processes of modernity engendered development and underdevelopment all at once? Why is Asia a major player in this process?</i></p>	1, 2, 3	10
<p><u>Module 4: Modernity intensifying</u></p> <p>Module 4 shows how processes of modernity are globally integrated and interdependent.</p>	3, 4, 5	18

<p><i>Key question: As processes of modernity expand, multiply, and diversify, in what ways have they grown interconnected and interdependent? To what extent have Global North and Global South institutions and organizations, operating interdependently, mitigated and reinforced everyday inequalities?</i></p>		
<p><u>Module 5: Parallel modernities</u></p> <p>Module 5 takes into account how parallel processes of modernity particularly in the Global South, whether public sector-sponsored or private sector-led, have engendered spaces for interrogating and resisting dominant development paradigms and approaches.</p> <p><i>Key questions: What do parallel modernities mean? To what extent do Global South notions and narratives of change mirror or align with accepted trajectories and dominant conceptualizations of social change, political advancement and economic progress on the one hand, and challenge them on the other?</i></p>	3, 4, 5	14
<p><u>Module 6: Modernity and inclusive social transformation</u></p> <p>Module 6 revisits the experiences, narratives and perspectives on modernity. It challenges students to address questions pertaining to the future of modern and modernizing societies. It particularly focuses on the notion of inclusive social transformation and attempts to situate new learnings, experiences, imaginings of social change within the context of ongoing global maladies like the COVID-19 pandemic.</p> <p><i>Key question: How do lessons and insights drawn from multiple experiences and understandings of the “modern” contribute to building compassionate, inclusive and transformative social milieus?</i></p>	3, 4, 5	18

D. Class Schedule and Required Readings²

Week 0 (January 16 / January 17)

Welcome!

Part I: Experiencing and living modernity

Week 1 (January 20-23 / January 21-24)³

Guest, Ch 1: Anthropology for the 21st Century, *Cultural Anthropology: A Toolkit for a Global Age*

Mbembe, *Exit from Democracy: Necropolitics*.

Week 2 (January 27-30 / January 28-31)

Mbembe, The Earthly Community: *Foreword, The Universal Right To Breath*

Week 3 (February 3⁴-6 / February 4-7)

Mbembe, The Earthly Community: *The Second Creation, Weighing Lives*

Week 4 (February 10-13 / February 11-14)

Mbembe, The Earthly Community: *Crossing the Mirror, The Last Utopia, Conclusion*

Part II: Modernity Emerging and Rising

Week 5 (February 17-20 / February 18-21)

Lorde, Audre. *The Master's Tools Will Never Dismantle the Master's House.*

Quijano, *Coloniality of Power, Eurocentrism, and Latin America*

Bookchin, *Utopia, not futurism: Why doing the impossible is the most rational thing we can do*

² The class schedule is subject to change depending on how the semester unfolds. I will inform the class of any schedule change.

³ Lecture session on Mondays (B & C2) and Tuesday (L4). Discussion sessions during Thursday (B & C2) and Friday (L4). Both sessions are in-person, unless announced.

⁴ President's Day. If classes are suspended, B & C2's lecture day will be on Thursday, February 6.

Part III: Modernity Expanding

Week 6 (February 24-27 / February 28⁵)

Reading 1: Docot, *Postcolonial Monuments in the Hometown: Decolonization and the Im/Possibilities of Repair*

Reading 2: Rafael, *The war of translation: Colonial education, American English, and Tagalog slang in the Philippines*

Video: De Leon, *Omen (Signos)*⁶

*** Deadline for Unessay Project Proposal and Annotated Bibliography

Week 7 (March 3-6 / March 4-7)

March 3 (B and C2) and March 4 (L4) Reading Break / UnEssay Project Email Consultation

March 6 (B and C2) and March 7 (L4) Unessay Project In-Class Workshop

Part IV: Modernity Intensifying

Week 8-10 (March 10, 13, 17, 20, 24, 27 / March 11, 14, 18, 21, 25, 28)

Arruzza et. al. *Feminism for the 99%: A Manifesto.*

Part V: Parallel Modernities

Week 11-12 (April 3⁷ / April 4)

Adams, *Glyphosate and the Swirl: Chapter 6 Consensuses, Academic Capitalism & the Swirl*

Rubaii, *Trust Without Confidence: Moving Medicine with Dirty Hands*

⁵ People Power Anniversary on the 25th. Lecture for L4 will be moved to February 28.

⁶ Please check Canvas for the link.

⁷ Eidul-Fitar on Monday, March 31. Lecture will be on April 3 for B & C2. We will have another lecture on the follow week. Class discussion will be on April 10 and April 11.

Part VI: Modernity and Inclusive Social Transformation

Week 13-15 (April 14, 17, 21, 24 / April 15, 18, 22, 25)

Jegathesan, *Tea and Solidarity.*

Week 17 (Tentatively May 5 – May 9)

UnEssay Project Presentation

Week 18 (Tentatively May 12 / May 13)

Last Meeting: Final Reflections and Debriefing

******* UnEssay Reflective Paper due May 16, Friday 11:59PM.**

E. Course Requirements

Grading Scale

Grades will be assigned according to the following scale. Note that percentages are firm floors and are not rounded up; e.g., to get an A requires 97% or above, not 96.5%.

A	97%	B	87%	C	77%	F	<60%
B+	92%	C+	82%	D	64%		

Participation

Each of you is an important part of this class and your perspectives are valued here. I take your participation seriously by expecting your persistent engagement.

Participation is demonstrated when you:

- show up on time
- read and think about the required texts beforehand
- listen attentively to others
- ask pertinent questions
- take notes
- contribute to an inclusive learning environment that respects diversities of all kinds
- engage actively with team members during in-class activities
- sign the attendance sheet
- submit responses to in-class polls/activities

Students can earn ten points each week (Weeks 1-18) by participating in class. Participation grades will be calculated via cumulative total participation in attendance sign-in sheets and group activities, which are graded not for correctness but the degree to which you are ‘present’ and contributing. When absent from class, you are still encouraged to turn in any assignments according to the target due dates. If you find yourself too sick to maintain academic progress in the course, please notify Jehu Laniog via email so that we can make arrangements based on your particular situation.

Reading Response⁸

Regular, informal, and reflective writing helps to process information and develop ideas. In lieu of rote-memorization quizzes and exams, students will compose five reflections based on the readings. These informal writing assignments will support your unlearning and expansive thinking about the big ideas presented in this course. Students may submit one response each week. Please practice proper citation or at least include a page number whenever citation is necessary.

NOTE: Five submissions required. Reading responses should be uploaded to Canvas within the corresponding modules by 11:59pm⁹. Responses should be at least 1,500 words in length and discuss the reading(s) from the next reading(s) after the previous deadline to the readings within the current deadline.

Reading responses should follow this format unless otherwise notified in class: Post a substantive comment of 1,500 words about the readings (e.g. discussion of a concept that is new to you, how the author(s) used it, and why it seems important to you; a point you disagree with or think is significant; a connection you make across readings) and a question for consideration by the class about the reading. Please make sure to bold the question for easy locating. You may engage course lectures or screened films, but your response should focus on the readings.

Comments such as “I liked this reading” or “This article is just like the one we read last week” are a superficial insights, and I’d like you to go deeper. Strive to move beyond surface impressions and summaries toward critical engagement. If you liked it, what specifically resonated with you and why? What puzzled you, and why? If you notice a similarity to another article, what in particular is similar and how does looking at it in this new way add to our understanding of the topic? If you see a core concept in the material, explain what you notice. Synthesize, muse, connect, play, explore, unlearn, and expand in your writing.

⁸ Sample reading responses and tweets [here](#).

⁹ Deadline to be determined during the first meeting.

Questions should promote discussion. Rhetorical or close-end/yes-or-no (e.g. “When will the United Nations understand that Eurocentric modernity is violent?”) don’t often do that. So, strive for specific and open-ended questions.

For each submission, there is an opportunity to earn 30 points: 15pts for engagement, 10pts for citation, and 5pts for questions. Responses will receive partial credit if they are missing a discussion question, missing engagement with readings, or only summarizing the readings.

Tweet

Throughout the semester, students will post a “tweet” applying lessons learned from the week that illustrates/stretches/expands/challenges how you think about the world. This could be a picture you take from your day, media or research article, blog post, video, song, advertisement, film excerpt, or some other social/cultural artifact. Like a Twitter post, be sure to include a roughly 280-character caption (1-3 sentences) explaining how it relates to the week’s materials. Please refrain from using your NSTP experience or simply summarizing lessons in your other classes as your tweets. I expect your authentic experience using your own vantage point in your submissions. In short, show me life!

Unessay Project

An unessay is a creative and compelling project that is driven by your interests. Instead of a conventional midterm or final, students will develop an unessay project in response to a chosen prompt over the semester that will involve three main components: 1) proposal with annotated bibliography¹⁰ due end of Week 5 (50pts) 2) in-class presentation and final project submitted during Weeks 13-15 (125pts) 3) reflection paper due Week 15 (75pts) Students may work individually or in groups. Some class time will be dedicated to workshopping your projects with other students as they develop. Assignment details will be posted on Canvas and discussed in class.

F. Assessments and Rubiks

Assessment Tasks	Estimated Hours for Student Work	Assessment Weight	CLOs
Reading Response	20hrs	30%	1-3
Tweet	10hrs	20%	1-3

¹⁰ Sample UnEssay project proposal [here](#).

UnEssay Project	15hrs	35%	1-5
Participation	n/a	15%	1-4

This Syllabus is a Living Document

This syllabus, including the course schedule, is a starting point for the course. It is subject to change as the term unfolds, in response to your feedback and my assessment of how things are going. Adjustments may involve altering assignments or adding, removing, or modifying readings. Any changes will be discussed in class and announced on the Canvas course page, so be sure to attend class and check your inbox.

G. Class Policies

1. Learning Management System. The majority of class will be conducted offline, with supplementary online components through Canvas. Students should be automatically enrolled to our Canvas page once officially registered. If you do not know how to use Canvas, consult LS One. Access LS One here:

<https://sites.google.com/ateneo.edu/ls-one>. For Canvas specifically, students may access: <https://sites.google.com/ateneo.edu/canvasbasicsbydiscs/for-students/student-modules>.

2. Students who require support for Canvas may seek help by sending an email to ls.one@ateneo.edu or chatting with LS-One through that account using their obf email.

3. Student access to the Canvas course will be closed a week after the electronic release of grades for the quarter. Students are encouraged to download the course materials as well as the records of their grades before the Canvas course closes.

4. Each class is expected to hold at least one (1) synchronous session per week. The weekly synchronous sessions are meant to ensure teacher-student presence and live interaction. The sessions will be uploaded in the class Canvas at least a day after the synchronous session. Synchronous class sessions should be held during the official schedule of the class. For synchronous sessions held outside the official schedule of the class, the written consent of the students must be secured and approval from the department chair should be obtained. Any change in schedule should be announced **at least one (1) week before the session.**

5. **Access problems.** If you encounter any problem accessing any of the materials concerning the class for any reason, contact the instructor through email. I will not entertain queries through social media or any other medium.

Students with no or very unstable internet connections are advised to immediately inform through email or phone call (a) their Chair/Program Director, (b)

ls.one@ateneo.edu, and me so that appropriate assistance can be extended, and adjustments can be made. If necessary, portable learning packets which can be in the form of flash drives or printed materials can be sent to the students.

6. Attendance. Students are expected to attend and fully participate in synchronous class sessions so that they enjoy the full benefits of learning. If instructors wish to monitor student attendance during synchronous sessions in the spirit of *cura personalis*, they are advised to use Zoom records rather than to call a roll. A recording and/or transcript of synchronous classes will be made available for students who are unable to attend a synchronous class.

- a. Attending classes regularly is one of the most important obligations of students. These include being present in all scheduled classes, exams, and activities required by the instructor. While attendance does not form part of the student's grade for the course, it is deemed as important as course assessments and other class activities such that students receive a grade of W (Withdrawal without Permission) if their absences exceed 20% of the total number of class hours in an academic term (2021 Revised LS Undergraduate Academic Regulations, Section III, 1.2, 2.2 and Section V 1.2; 2019 Graduate Student Handbook, Section III.B.6).
- b. In an online setting, students are expected to participate in all course activities, both synchronous and asynchronous. Unstable or irregular internet access and other issues may prevent students from attending synchronous sessions; hence, a W cannot be given on the sole basis of attendance. The essence of the W grade as a measure of a student's minimum commitment to a course, however, should be upheld. A student who fails to effectively commit to the class through submission of requirements may be deemed to have dropped the course.
- c. In light of the above, for undergraduate and graduate online classes, students will receive the grade of W (Withdrawal without Permission) if the highest possible total % weight, as indicated in the syllabus, of requirements they have fulfilled is less than 33.33% by the end of the academic term.
- d. If the highest possible total % weight of the requirements fulfilled is greater than or equal to 33.33% by the end of the academic term, the appropriate letter grade should be issued. Final grades are to be computed on the basis of 100% of course requirements as indicated in the syllabus.

7. Communication between students and faculty. I will communicate to students using Canvas or email. For more conversations that discuss confidential data, I will email your obf.ateneo.edu account. **Please communicate with the instructor during office hours only unless very urgent. Replies may only be expected during office hours.** Instructors are expected to be available during the consultation hours stated in the course syllabi. Should this not be possible on particular dates, the student/s and

the instructor should agree on a common time for a separate consultation schedule. Students are encouraged to use these consultation hours as an opportunity for discussion about the content and requirements of the course as well as to inquire about their academic standing. Consultation hours are also used to solicit or give feedback on performance in assessments. For the protection of both instructors and students, **there should be a third person (e.g., another student or instructor) present during a synchronous online consultation.** The instructor and the student should each give consent for the presence of this third person. If a consultation is to be recorded (instead of having a third person present), the recording must be downloaded, saved in an ADMU GDrive account, and shared with the student unaltered. To maintain the academic nature of online consultations, a family member may not serve as the third person during online consultations.

8. Grades. The final grade will be the one posted in AISIS. The automatic grade total in CANVAS is not accurate, grade calculation is done manually at the end of the semester.

9. Academic honesty. Procedures involving dishonesty as per the [Undergraduate Student's Handbook](#) will be strictly enforced. When in doubt, cite.

10. Readings. Please read the assigned readings. If you find that you have extra time, read more of the required readings. Do you find the readings difficult? Or do you have questions about any relevant topic? Email me or ask me in class. I will be more than happy to help you.

11. Expectations on Study Pacing. We expect that students will work on their readings before the allotted class times per week. Go through the materials at your own pace.

12. Formats. For written requirements, we are requiring A4-sized, 1-inch margins on all sides, Times New Roman 12, 1.5-spaced submissions. For citations, choose the most appropriate for your discipline or follow the minimum suggestion mentioned above. Deductions will be given for not following these instructions.

13. Class etiquette. Disruptions to the class will not be tolerated in any shape or form. The instructor will send disruptive students out if deemed necessary for the wellbeing of the class.

14. Online synchronous session etiquette. The default will be microphones on mute (except for the instructors/speakers). Students may turn on their microphones/cameras if they are recognized by the instructors/moderators. It is preferable, but not required, that cameras are kept open during synchronous sessions so that the instructor can receive non-verbal feedback. In case the instructor is disconnected from the synchronous session for more than 15 minutes without having

given any reason (e.g., sudden outage of internet connection emergency, etc.), the synchronous session is deemed immediately ended on that day.

15. Group work. We will always assume that the groups are working harmoniously together. If there are serious problems with a groupmate (non-attendance, unprofessional behavior, lack of contribution, etc.), contact the instructor.

16. If you are a person with disability or mental illness, please inform me through email so that I may be aware and can adjust if necessary. I will not share your personal information with anyone.

17. I would indicate if the materials assigned are especially sensitive or disturbing and may cause distress to students who have experienced past trauma. If any material unexpectedly creates a problem for you, please alert me as soon as possible.

Ateneo de Manila University does not discriminate based on sex, gender, marital or parental status, sexual orientation, or gender identity or expression. See the following link for more information:

- a) [Gender Policy](#)
- b) [Code of Decorum and Administrative Rules on Sexual Harassment, Other Forms of Sexual Misconduct, and Inappropriate Behavior](#)
- c) [Undergraduate Student Handbook, 2023 edition](#)

19. Class Beadle. A class beadle will be assigned at the beginning of the semester. The class beadle may create and manage alternative platforms for purposes of community and communication between the students. The beadle will serve as a liaison between the class and instructor, remind the instructor to record synchronous class sessions, and report class concerns about the instructor to the department chair and the School Dean.

18. Safe spaces. The course is a safe space and will strictly adhere to Republic Act (RA) 11313 or the Safe Spaces Act. Specifically, it will not tolerate gender-based online sexual harassment, defined by the law as “acts that use information and communications technology in terrorizing and intimidating victims through physical, psychological, and emotional threats, unwanted sexual misogynistic, transphobic, homophobic and sexist remarks and comments online whether publicly or through direct and private messages, invasion of victim’s privacy through cyberstalking and incessant messaging, uploading and sharing without consent of the victim, any form of media that contains photos, voice, or video with sexual content, any unauthorized recording and sharing of any of the victim’s photos, videos, or any information online, impersonating identities of victims online or posting lies about victims to harm their reputation, or filing false abuse reports to online platforms to silence victims” (Art II, Sec 12). The full text of the law is available online at

<https://www.officialgazette.gov.ph/downloads/2019/04apr/20190417-RA-11313-RRD.pdf>.

20. Data Privacy. Class materials and recordings of synchronous sessions may not be reproduced, shared, or reposted by students without the express written consent of the teacher. Personal data collected during an online class or other official activity must not be used for personal purposes or reasons. Teachers and students should not post such data on personal social media accounts or use them for other unofficial and unauthorized purposes. Class materials and personal data (including the files or records that contain them) stored or uploaded to an LMS may be covered by a number of legal or technical requirements (e.g., confidentiality, access restriction, retention, and intellectual property laws). Therefore, publicly disseminating, reposting, or resharing them may be violative of the Data Privacy Act and other applicable laws, regulations, and policies. Extreme care must be exercised when handling them. Consulting the appropriate offices and, when necessary, securing consent or authorization are strongly advised before any of the foregoing actions are taken.