



**Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION**

THE CONTEMPORARY WORLD

Course Title: **The Contemporary World**

No. of Units : 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 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.

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

Learning Outcomes:

At the end of the course the students should be able to:

A. Competencies

1. Distinguish different interpretations of and approaches to globalization
2. Describe the emergence of global economic, political, social, and cultural systems
3. Analyze the various contemporary drivers of globalization
4. Understand the issues confronting the nation-state

5. Assess the effects of globalization on different social units and their responses

B. Skills

1. Analyze contemporary news events in the context of globalization
2. Analyze global issues in relation to Filipinos and the Philippines
3. Write a research paper with proper citations on a topic related to globalization

C. Values

1. Articulate personal positions on various global issues
2. Identify the ethical implications of global citizenship

Number of Hours: 3 hours every week for 18 weeks or 54 hours in a semester

Course Outline:

Weeks 1-2 Introduction to Globalization

- Defining globalization

Weeks 3-5: The Structures of Globalization

- The Global Economy
- Market Integration
- The Global Interstate System
- Contemporary Global Governance

Weeks 6-8: A World of Regions

- Global Divides: The North and the South
- Asian Regionalism

Week 9: Midterm

Weeks 10-11: A World of Ideas

- Global Media Cultures
- The Globalization of Religion

Weeks 12-14: Global Population and Mobility

- The Global City
- Global Demography
- Global Migration

Weeks 15-16: Towards a Sustainable World

- Sustainable Development
- Global Food Security

Weeks 17-18: Conclusion

- Global Citizenship
- Research paper writing

Course Requirements:

1. Regular quizzes
2. Midterm analysis paper
3. Group reports
4. Final research paper

Assessment

25 % Quizzes

15 % Recitation

15 % Midterm Essay

25 % Group Reports and other Research Papers

20 % Final Research Paper

THE CONTEMPORARY WORLD Learning Plan

Learning Outcomes	Topic	Methodology	Resources	Assessment
Weeks 1-2: Introduction				
<ul style="list-style-type: none"> - Introduce self to classmates and teachers - List expectations for the course - Recall course rules - Write a personal definition of globalization based on a concept map 	<p>Course overview</p> <p>Classroom policies</p>	<p>Classroom sharing (Introductions)</p> <p>Lecture</p> <p>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 concept.</p>	<p>Course syllabus</p> <p>Introduce textbook: Manfred Stegger, Paul Battersby, and Joseph M. Siracusa, eds. 2014. <i>The SAGE Handbook of Globalization</i>. Two vols. Thousand Oaks: SAGE.</p>	
<ul style="list-style-type: none"> - Differentiate the competing conceptions of globalization - Identify the underlying philosophies of the varying definitions of globalization - Agree on a working definition of globalization for the course 	<p>Introduction to the Study of Globalization</p>	<p>Lecture</p> <p>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.</p>	<p>LCD Projector</p> <p>Reading Materials</p> <ul style="list-style-type: none"> • Chapter 2 of textbook: "Approaches to the Study of Globalization" by Manfred B. Steger • Steger, Manfred B. "Ideologies of Globalization." 2005. <i>Journal of Political Ideologies</i> 10(1): 11–30. 	<p>Quiz on the reading materials</p> <p>Recitation</p>
Weeks 3-5: The Structures of Globalization				
<ul style="list-style-type: none"> - Define economic globalization 	<p>The Global Economy</p>	<p>Lecture/discussion</p>	<p>LCD Projector</p>	<p>Quiz on the reading materials</p>

<ul style="list-style-type: none"> - Identify the actors that facilitate economic globalization - Define the modern world system - Articulate a stance on global economic integration 		<p>Debate: The students will debate the motion "That global free trade has done more harm than good."</p>	<p>Reading Materials</p> <ul style="list-style-type: none"> • Chapter 9 of textbook: "The Globalization of Economic Relations" by István Benczes • Wallerstein, Immanuel. 2004. "The Modern World-System as a Capitalist World Economy: Production, Surplus-Value, and Polarization." In <i>World-Systems Analysis: An Introduction</i>. Durham & London: Duke University Press, pp. 23-41. 	<p>Recitation</p>
<ul style="list-style-type: none"> - Explain the role of international financial institutions in the creation of a global economy - Narrate a short history of global market integration in the twentieth century - Identify the attributes of global corporations 	<p>Market Integration</p>	<p>Lecture/discussion</p> <p>Film viewing and discussion</p>	<p>LCD Projector</p> <p>Reading Materials:</p> <ul style="list-style-type: none"> • Chapter 17 of textbook: "The Rise of the Global Corporation" by Deane Neubauer • Bello, Walden F. 2006. "The Multiple Crises of Global Capitalism." In <i>Deglobalization: Ideas for a New World Economy</i>. Quezon City: Ateneo de Manila University Press, pp. 1-31. <p>Film: "The Corporation" directed by Mark Achbar and Jennifer Abbott</p>	<p>Quiz on the reading materials</p> <p>Recitation</p>
<ul style="list-style-type: none"> - Explain the effects of globalization on governments - Identify the institutions that govern international relations - Differentiate internationalism from globalism 	<p>The Global Interstate System</p>	<p>Lecture/discussion</p>	<p>LCD Projector</p> <p>Reading Materials</p> <ul style="list-style-type: none"> • Chapter 7 of textbook: "Governments and Citizens in a Globally Interconnected World of States" by Hans Schattle • Mazower, Mark. 2006. "An International Civilization? Empire, Internationalism and the Crisis of the Mid-Twentieth Century." <i>International Affairs</i> 82(3): 553–566. 	<p>Quiz on the reading materials</p> <p>Recitation</p>
<ul style="list-style-type: none"> - Identify the roles and 	<p>Contemporary</p>	<p>Lecture/discussion</p>	<p>LCD Projector</p>	<p>Quiz on the reading</p>

<p>functions of the United Nations</p> <ul style="list-style-type: none"> - Identify the challenges of global governance in the twenty-first century - Explain the relevance of the state amid globalization 	Global Governance		<p>Reading Materials</p> <ul style="list-style-type: none"> • Chapter 29 of textbook: “The United Nations Meets the Twenty-first Century: Confronting the Challenges of Global Governance” by Thomas G. Weiss and Ramesh Thakur • Hobsbawm, Eric J. 1996. “The Future of the State.” <i>Development and Change</i> 27(2): 267–278. 	<p>materials</p> <p>Recitation</p>
Weeks 6-8:A World of Regions				
<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 countries 	Global Divides: The North and the South (focus on Latin America)	<p>Lecture/discussion</p> <p>Group report</p>	<p>LCD Projector</p> <p>Reading Materials</p> <ul style="list-style-type: none"> • Chapter 12 of textbook: “Locating the Global South” by Lisandro E. Claudio • Connell, Raewyn. 2007. “Dependency, Autonomy and Culture. In <i>Southern Theory: The Global Dynamics of Knowledge in Social Science</i>. Cambridge, UK: Polity Press, pp. 139-163. 	<p>Quiz on the reading materials</p> <p>Graded Group Report: Students will form groups of 3-5. Each group will be assigned a 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>
<ul style="list-style-type: none"> - Differentiate between regionalization and globalization - Identify the factors leading to a greater integration of the Asian region 	Asian regionalism	<p>Lecture Discussion</p> <p>Group Report</p>	<p>LCD Projector</p> <p>Reading Materials</p> <ul style="list-style-type: none"> • Chapter 13 of textbook: “Globalization and the Asia Pacific and South Asia” by Ehito Kimura • Shiraiishi, Takashi. 2006. “The Third 	<p>Quiz on the reading materials</p> <p>Graded Group Report: Students will form groups of 3-5. Each group will be</p>

<p>- Analyze how different Asian states confront the challenges of globalization and regionalization</p>			<p>Wave: Southeast Asia and Middle-Class Formation in the Making of a Region.” In <i>Beyond Japan: The Dynamics of East Asian Regionalism</i>, ed. Peter Katzenstein and Takashi Shiraiishi. Ithaca, NY: Cornell University Press, pp. 237–71.</p>	<p>assigned an Asian country to research and report on. These groups will deliver 10-minute presentations on the contemporary foreign and economic policies of their respective countries.</p>
<p>Week 9: Midterm</p>				
<p>- Synthesize knowledge concerning globalization</p>	<p>Synthesis</p>	<p>Midterm essay</p>		<p>Midterm essay: Students will be asked to write 2,000-word essays answering one of these two questions:</p> <ol style="list-style-type: none"> 1. How do we make globalization more just? 2. How is the state affected by globalization? How is the nation affected by globalization? Do these institutions/concepts remain relevant? Why/why not?
<p>Weeks 10-11: A World of Ideas</p>				
<p>- Analyze how various media drive various forms of global</p>	<p>Global Media Cultures</p>	<p>Lecture/discussion Group Report</p>	<p>LCD Projector Reading Materials</p>	<p>Quiz on the reading materials</p>

<p>integration</p> <ul style="list-style-type: none"> - Explain the dynamic between local and global cultural production 			<ul style="list-style-type: none"> • Chapter 22 of textbook: "Globalization and the Media: Creating the Global Village" by Jack Lule • Chapter 23 of textbook: "Popular Music and Globalization" by Yara El-Ghadban 	<p>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 their group report, they must answer the following questions:</p> <ol style="list-style-type: none"> 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?
<ul style="list-style-type: none"> - Explain how globalization affects religious practices and beliefs - Analyze the relationship between religion and global conflict and, conversely, global peace 	<p>The Globalization of Religion</p>	<p>Lecture/discussion</p> <p>Discussion of film</p>	<p>LCD Projector</p> <p>Reading Materials</p> <ul style="list-style-type: none"> • Chapter 10 of textbook: "Religion and Globalization" by Victor Roudometof • Chapter 43 of textbook: "Religion and Global Conflict" by Mark Juergensmeyer <p>Film: PBS Frontline: "The Rise of ISIS" (http://www.pbs.org/wgbh/frontline/film/rise-of-isis/)</p>	<p>Quiz on the reading materials</p> <p>Recitation</p>

Weeks 12-14: Global Population and Mobility				
<ul style="list-style-type: none"> - Identify the attributes of a global city - Analyze how cities serve as engines of globalization 	The Global City	Lecture/discussion Group report	LCD Projector Reading Materials <ul style="list-style-type: none"> • Chapter 26 of textbook: "Mobility, Diversity and Community in the Global City" by Val Colic-Peisker • Sassen, Saskia. 2005. "The Global City: Introducing a Concept." <i>Brown Journal of World Affairs</i> XI(2): 27-43. 	Quiz on the reading materials Graded Group Report: Students will form groups of 3-5. Each group will be assigned a global city to discuss and research on. Their reports should answer the following questions: <ol style="list-style-type: none"> 1. How would you describe your city? 2. What is your city known for? 3. What makes your city a global city?
<ul style="list-style-type: none"> - Explain the theory of demographic transition as it affects global population 	Mandated topic: Global Demography	Lecture/discussion	LCD Projector Reading Materials <ul style="list-style-type: none"> • Lee, Ronald. 2003. "The Demographic Transition: Three Centuries of Fundamental Change." <i>Journal of Economic Perspectives</i> 17(4): 167–190. • Lesthaeghe, Ron. 2010. "The Unfolding Story of the Second Demographic Transition." <i>Population and Development Review</i> 36(2): 211–251. • Livi-Bacci, Massimo. 2005. "What We Can and Cannot Learn from the History of World Population." <i>Population Studies</i>: 	Quiz on the reading materials Short research paper to discuss the topic: Has the Philippines undergone the demographic transition? Why or why not?

			<i>A Journal of Demography</i> 69(S1): S21–S28.	
<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 	Global Migration	<p>Lecture/discussion</p> <p>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.</p>	<p>LCD Projector</p> <p>Reading Materials</p> <ul style="list-style-type: none"> • Castles, Stephen. 2000. "International Migration at the Beginning of the Twenty-First Century: Global Trends and Issues." <i>International Social Science Journal</i> 52 (165): 269–281. • Aguilar, Filomeno V. 2012. "Differentiating Sedimented from Modular Transnationalism: The View from East Asia." <i>Asian and Pacific Migration Journal</i> 21(2): 149–171. 	<p>Quiz on the reading materials</p> <p>Recitation</p>
<ul style="list-style-type: none"> - Write a research paper proposal with proper citation - Critique research proposals of classmates 	<p>Research Proposal Writing</p> <p>Research Proposal Critique</p>	<p>Mini-lecture on citation methods for research papers</p> <p>Proposal for final research paper: Students will begin writing a 500-word proposal for their final research paper.</p> <p>Pair discussion: Students will pair off and critique each other's research proposals.</p>		
Week 15-16: Towards a Sustainable World				
<ul style="list-style-type: none"> - Differentiate stability from sustainability - Articulate models of global sustainable development 	Sustainable Development/	Lecture/discussion	<p>LCD Projector</p> <p>Reading materials</p> <ul style="list-style-type: none"> • Chapter 48 of textbook: "Sustainable Economic Systems" by Sebastian Plóciennik 	<p>Quiz on the reading materials</p> <p>Recitation</p>
<ul style="list-style-type: none"> - Define global food security 	Global Food Security	Lecture/discussion	LCD Projector	Quiz on the reading materials

<ul style="list-style-type: none"> - Critique existing models of global food security 		<p>Film Viewing</p>	<p>Reading materials</p> <ul style="list-style-type: none"> • Chapter 50 of textbook: "Global Food Security: The Challenge of Feeding the World" by Monika Barthwal-Datta • McMichael, Philip. 2009. "A Food Regime Analysis of the 'World Food Crisis." <i>Agriculture and Human Values</i> 26(4): 281-95. <p>Film: "The Price of Sugar" directed by Bill Haney</p>	<p>Recitation</p>
<p>Week 17-18: Conclusion</p>				
<ul style="list-style-type: none"> - Articulate a personal definition of global citizenship - Appreciate the ethical obligations of global citizenship 	<p>Global Citizenship</p>	<p>Lecture/discussion</p> <p>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.</p>	<p>Reading Materials</p> <ul style="list-style-type: none"> • Carter, April. 2001. "Global Civil Society: Acting as Global Citizens" in <i>The Political Theory of Global Citizenship</i>. London: Routledge, pp. 147-176. 	<p>Quiz on the reading materials</p> <p>Recitation</p>
<ul style="list-style-type: none"> - Write a research paper on a topic related to globalization, with proper citation 	<p>Research paper writing</p>	<p>Independent research and writing</p>		<p>Students will spend the final week completing their research papers.</p>

The Contemporary World Course Map

GE Learning Outcomes	Ethics
<i>Knowledge (Intellectual Competencies)</i>	
1. Analyze “texts” (written, visual, oral, etc.) critically	L
2. Demonstrate proficient and effective communication (writing, speaking, and use of new technologies)	P
3. Use basic concepts across the domains of knowledge	P
4. Demonstrate critical, analytical, and creative thinking	P
5. Apply different analytical modes in problem solving	L
<i>Values (Personal and Civic Responsibilities)</i>	
1. Appreciate the complexity of the human condition	L
2. Interpret the human experience from various perspectives	L
3. Examine the contemporary world from both Philippine and global perspectives	L
4. Take responsibility for knowing and being Filipino	O
5. Reflect critically on shared concerns	L
6. Generate innovative practices and solutions guided by ethical standards	O
7. Make decisions based on moral norms and imperatives	P
8. Appreciate various art forms	L
9. Contribute to aesthetics	O

GE Learning Outcomes	Ethics
10. Advocate respect for human rights	L
11. Contribute personally and meaningfully to the country's development	L
<i>Skills (Practical Skills)</i>	
1. Work effectively in a group	P
2. Apply computing tools to process information effectively	O
3. Use current technology to assist and facilitate learning and research	O
4. Negotiate the world of technology responsibly	L
5. Create solutions to problems in various fields	P
6. Manage one's knowledge, skills, and values for responsible and productive living	L
7. Organize one's self for lifelong learning	L

L = Learned

P = Practiced

O= Opportunity to learn

THE CONTEMPORARY WORLD Required Readings and Other Materials

Textbook:

Steger, Manfred B., Paul Battersby, and Joseph M. Siracusa, eds. 2014. *The SAGE Handbook of Globalization*. Two volumes. Thousand Oaks: SAGE Publications.

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.

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* 17(4): 167–190.

- Lesthaeghe, Ron. 2010. "The Unfolding Story of the Second Demographic Transition." *Population and Development Review* 36(2): 211–251.
- Livi-Bacci, Massimo. 2005. "What We Can and Cannot Learn from the History of World Population." *Population Studies: A Journal of Demography* 69(S1): S21–S28.
- Mazower, Mark. 2006. "An International Civilization? Empire, Internationalism and the Crisis of the Mid-Twentieth Century." *International Affairs* 82(3): 553–566.
- McMichael, Philip. 2009. "A Food Regime Analysis of the World Food Crisis." *Agriculture and Human Values* 26(4): 281-295.
- Sassen, Saskia. 2005. "The Global City: Introducing a Concept." *Brown Journal of World Affairs* XI(2): 27-43.
- Shiraishi, Takashi. 2006. "The Third Wave: Southeast Asia and Middle-Class Formation in the Making of a Region." In *Beyond Japan: The Dynamics of East Asian Regionalism*, edited by Peter Katzenstein and Takashi Shiraishi, pp. 237–271. Ithaca, NY: Cornell University Press.
- Steger, Manfred B. 2005. "Ideologies of Globalization." *Journal of Political Ideologies* 10(1): 11–30.
- Wallerstein, Immanuel. 2004. "The Modern World-System as a Capitalist World Economy: Production, Surplus-Value, and Polarization." In *World-Systems Analysis: An Introduction*, pp. 23-41. Durham and London: Duke University Press.

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/>)