



# UNIVERSITY OF EASTERN PANGASINAN

Binalonan, Pangasinan

## OUTCOMES-BASED TEACHING AND LEARNING PLAN College of Accountancy and Business Administration First Semester, S.Y. 2024 – 2025

### The Contemporary World (GE 3)

<p><b>Vision:</b> University of Eastern Pangasinan is the best holistic higher institution known to cultivate excellent and virtuous individuals to become catalyst of progress and development for both the local and the global communities</p>	<p><b>Mission:</b> University of Eastern Pangasinan exists to develop highly competent professionals and morally responsible individuals through innovations and industry oriented instruction, strong relevant research, responsive extension programs, value-based curricular offering and principle-centered culture that define the way of life in the university.</p>
<p><b>Institutional Outcomes:</b> The graduates of University of Eastern Pangasinan should be able to:</p> <ol style="list-style-type: none"><li>1. Critically analyze and solve problems in order to render sound decisions.</li><li>2. Generate new knowledge and produce scholarly works contributory to the advancement of their profession and sustainable development.</li><li>3. Practice their respective professions efficiently and effectively.</li><li>4. Build relationships among individuals and promote camaraderie and teamwork in the working environment.</li><li>5. Express themselves exemplarily in both oral and written communication.</li><li>6. Demonstrate and uphold moral values and standards of the society.</li><li>7. Promote and preserve the historical and cultural Filipino heritage.</li></ol>	<p><b>PROGRAM OUTCOMES</b> A graduate of business administration degree should be able to:</p> <ol style="list-style-type: none"><li>1. Implement strategic decisions within the firm in order to solve problems.</li><li>2. Utilize new technologies to produce appropriate and noble ideas, products and services.</li><li>3. Demonstrate high sense of professionalism in performing the basic functions of business.</li><li>4. Prepare tactical and operational plans for quality planning, monitoring and implementation.</li><li>5. Manage all work-related problems concerning colleagues, customers and other stakeholders.</li><li>6. Communicate effectively to all levels of management for the planning and implementing business related activities.</li><li>7. Implement the core functions of strategic business unit for economic sustainability.</li><li>8. Exercise good moral, personal and ethical standards to business, society and to government.</li><li>9. Practice Filipino values at home and at work.</li></ol>

**I. 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 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.

**II. Course Outcomes:**

Through different topics included in this course, students are expected to:

A. Competencies

1. Distinguish different interpretations of and approaches to globalization
2. Describe the emergence of global economic, political, and cultural systems
3. Analyze the various contemporary drives of globalization
4. Understand the issues confronting nation – state
5. Assess the effects of globalization on different social units and their responses

B. Skills

1. Analyze the contemporary news events in the context of globalization
2. Analyze global issues in relation to Filipinos and the Philippines

C. Values

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

**III. No. of Units: 3**

**IV. Course Pre-requisite: None**

v. Course Outline:

Learning Delivery Schedule	Number of Hours	Intended Learning Outcome (ILO)	Learning Content	Mode of Delivery- Flexible Learning Model (Face-to-Face / Synchronous / Asynchronous)	Teaching/ Learning Activity  (SDG Integration)	Assessment Activity  (SDG Integration)
<b>PRELIM PERIOD</b>						
Aug. 12 – 17, 2024	3	<p>Orientation on the vision, mission, institutional outcome, program outcome, overview of the course and requirements for the semester. At the end of this topic, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Examine the various conceptions of globalization</li> <li>2. Distinguish the different definitions of globalization from experts; and</li> <li>3. Adopt a working definition of globalization</li> </ol>	<p><b>Vision, Mission, Institutional Outcome, Program Outcome, Overview of the Course and Requirements</b></p> <p><b>MODULE 1</b> <b>Concepts of Globalization</b></p>	<ul style="list-style-type: none"> <li>• Face-to-Face</li> <li>• Synchronous Discussion (Google Meet)</li> <li>• Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	<p>Orientation on the class rules, expectations in taking the course and computations of grade, including the use of rubrics for performance tasks in class.</p> <p>Discussions about the following: - interpretations of different personalities of the word globalization; - Globalization for an economist and its benefits; and - Globalization for culture and communication and its benefits</p>	<p><b>Activity 1:</b> Read the referenced article and complete the statements that follow. Irani, F. Noruzi, M. (2011). Globalization and challenges: What are globalization's contemporary issues? <i>International Journal for Humanities and Social Sciences, J (6), 216-218.</i></p>

Aug. 19 – 24, 2024	3	<p>At the end of this topic, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define economic globalization;</li> <li>2. Identify the actors that facilitate economic globalization; and</li> <li>3. Articulate a stance on global economic integration;</li> </ol>	<p><b>MODULE 2</b> <b>The Global Economy</b></p>	<ul style="list-style-type: none"> <li>• Face-to-Face</li> <li>• Synchronous Discussion (Google Meet)</li> <li>• Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	<p>Lectures on Economic Globalization, the Four Dimensions of Economy, Global Corporation, and International Monetary System (SDG 8- Decent Work &amp; Econ. Growth)</p>	<p><b>Quiz 1</b> Scope: Module 1 and Module 2 <b>Assignment: Globalization: Unity or Division?</b></p> <ul style="list-style-type: none"> <li>✓ Discuss among yourself whether economic globalization is something that unites or further divides the world.</li> <li>✓ Cite how a particular SDG positively addresses such issue</li> </ul>
Aug. 26 – 31, 2024	3	<p>At the end of this topic, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the role of international financial institutions in the creation of a global economy;</li> <li>2. Narrate a short history of global market integration in the 20<sup>th</sup> century; and</li> <li>3. Infer the attributes of global corporations.</li> </ol>	<p><b>Module 3</b> <b>Market Integration</b></p>	<ul style="list-style-type: none"> <li>• Face-to-Face</li> <li>• Synchronous Discussion (Google Meet)</li> <li>• Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	<p>Discussion on the following topics: - Types of Financial Institutions; and - International, Multinational, Global, and Transnational companies</p>	<p><b>Group Activity: Local Becoming Global.</b> Choose one Filipino global corporation. In an essay, discuss its history, worldwide reach, and attributes as a global corporation; and manifesting how reduced inequality is followed. Present it to class</p>

Sept. 2 – 7, 2024	3	At the end of this topic, the students will be able to:  1. Explain the effects of globalization on nation-states;  2. Categorize the institutions that govern international relations; and  3. Differentiate internationalism from globalism.	<b>MODULE 4</b> <b>The Global Interstate System</b>	<ul style="list-style-type: none"> <li>• Face-to-Face</li> <li>• Synchronous Discussion (Google Meet)</li> <li>• Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	Interactive discussion of the following: - Difference of state and nation; - Effects of Globalization in nation-states; - Intergovernmental organizations; and - Internationalism and globalism (SDG 10-Reduced Inequalities)	<b>Quiz 2</b> Scope: Module 3 and Module 4	
Sept. 9 – 14, 2024	3	At the end of this topic, the students will be able to:  1. Identify the roles and function of the United Nations (UN);  2. Describe the challenges of global governance in the 21 <sup>st</sup> century; and  3. Explain the relevance of the nation-state in the midst of globalization	<b>Module 5</b> <b>Contemporary Global Governance</b>	<ul style="list-style-type: none"> <li>• Face-to-Face</li> <li>• Synchronous Discussion (Google Meet)</li> <li>• Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	Lectures on Organs of United Nation, the functions of united nations, and challenges confronting UN based on knowledge, norms, policy, institution, and compliance. (SDG 17-Partnership for the Goals)	<b>Activity: PH and the World</b> 1. Come up with a sketch that depicts the participation/partnership of the Philippines in the global community.  2. Write at least five (5) sentences to explain your sketch.	
	1	<b>Prelim Examination</b>					

Learning Delivery Schedule	Number of Hours	Intended Learning Outcome (ILO)	Learning Content	Mode of Delivery-Flexible Learning Model (Face-to-Face / Synchronous / Asynchronous)	Teaching/Learning Activity	Assessment Activity
<b>MIDTERM PERIOD</b>						
Sept. 16 - 21, 2024	3	At the end of this topic, the students will be able to:	<b>Module 6</b>	<ul style="list-style-type: none"> <li>• Face-to-Face</li> </ul>	Group Activity about the topic Global North and Global South, and their differences	<b>Activity 1: Global North and Global South</b>

		<ol style="list-style-type: none"> <li>1. Explain the term Global South; and</li> <li>2. Differentiate the Global South from the Third World</li> </ol>	<p><b>The Global Divides: The North and the South</b></p>	<ul style="list-style-type: none"> <li>• Synchronous Discussion (Google Meet)</li> <li>• Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	<p>Discussions on the following topics:</p> <ul style="list-style-type: none"> <li>- the gap between Global North and Global South; and</li> <li>- Global South and Third World (SDG 1-No Poverty)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Form groups with four (4) members each.</li> <li>✓ Choose one (1) city or town to the Philippines where you can observe or experience the Global North and the Global South, and highlighting programs that addresses poverty.</li> <li>✓ Present it in class.</li> </ul>
Sept. 30 – Oct. 5, 2024	3	<p>At the end of this topic, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Differentiate between regionalization and globalization;</li> <li>2. Identify the factors that lead to a greater integration of Asian regions; and</li> <li>3. Analyze how different Asian states confront the challenges of globalization and regionalization through regionalism.</li> </ol>	<p><b>Module 7 Asian Regionalism</b></p>	<ul style="list-style-type: none"> <li>• Face-to-Face</li> <li>• Synchronous Discussion (Google Meet)</li> <li>• Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	<p>Lectures on the following topics:</p> <ul style="list-style-type: none"> <li>- Difference of regionalization and globalization; and</li> <li>- Factors that led to a greater integration of Asian regions (SDG 17-Partnership for the Goals, &amp; SDG 8-Decent Work &amp; Econ. Growth)</li> </ul>	<p><b>Quiz 1:</b> Module 5, Module 6, &amp; Module 7</p> <p><b>Assignment: Toward a formidable Asian integration</b> Identify two (2) strengths of the Philippines that may contribute to a greater integration among countries in the Asian region. Cite specific example and how it is already being done. Explain.</p>
Oct. 7 – 12, 2024	3	<p>At the end of this topic, the students will be able to:</p>	<p><b>Module 8 Global Culture and Media</b></p>	<ul style="list-style-type: none"> <li>• Face-to-Face</li> <li>• Synchronous Discussion</li> </ul>	<p>Discussion on the following topics:</p> <ul style="list-style-type: none"> <li>- 5 Stages affecting Globalization;</li> </ul>	<p><b>Activity 2: Globalization without media</b></p>

		<p>1. Analyze how various media drive various form of global integration;</p> <p>2. Explain the cultural differentials and cultural convergence</p> <p>3. Compare the social impacts of different media on the processes of globalization;</p> <p>4. Define responsible media consumption</p>		<p>(Google Meet)</p> <ul style="list-style-type: none"> <li>Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	<p>- Cultural differential, cultural convergence, cultural hybridity; and</p> <p>- Glocalization (SDG 10-Reduced Inequalities)</p>	<p>Write an essay/debate presenting your stand on the topic. <i>Globalization does not need media for global integration.</i></p> <p>Discuss how the technological divide is currently affecting people.</p>
Oct. 14 – 19, 2024	3	<p>At the end of this topic, the students will be able to:</p> <ol style="list-style-type: none"> <li>Explain how globalization affects religious practices and beliefs;</li> <li>Analyze the relationship between religion and global conflict and peace; and</li> <li>Identify the various religious responses to globalization</li> </ol>	<p><b>Module 9</b> <b>The Globalization of Religion</b></p>	<ul style="list-style-type: none"> <li>Face-to-Face</li> <li>Synchronous Discussion (Google Meet)</li> <li>Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	<p>Lecture on the following topics:</p> <ul style="list-style-type: none"> <li>how globalization affects religious; practices and beliefs</li> <li>relationship between religion and global conflict and peace; and</li> <li>four model of distinct glocalization (SDG 10-Reduced Inequalities)</li> </ul>	<p><b>Quiz 2</b> Scope: Module 8 and Module 9</p> <p>Explain how religion is being transformed by globalization.</p>
Oct. 21 – 26, 2024	3	<p>At the end of this topic, the students will be able to:</p> <ol style="list-style-type: none"> <li>Identify the attributes of a global city;</li> <li>Analyze how cities serves as engines of globalization; and</li> </ol>	<p><b>Module 10</b> <b>The Global City</b></p>	<ul style="list-style-type: none"> <li>Face-to-Face</li> <li>Synchronous Discussion (Google Meet)</li> <li>Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	<p>Discussion on Global City, the three (3) stages of globalization, and the six (6) driving forces in global change</p> <p>(SDG 9- Industry, Innovation and Infrastructure)</p>	<p><b>Activity 1: The Global City</b> <b>Instructions:</b> Choose a city outside Metro Manila. Brainstorm about the given categories.</p> <ul style="list-style-type: none"> <li>Issues/Challenges in Industry, Innovation and</li> </ul>

		3. Explain how Multinational Corporation influences the development of global cities				<p><b>Infrastructure of a chosen city</b></p> <ul style="list-style-type: none"> <li>• Strengths of the chosen city</li> <li>• Weaknesses of the chosen city</li> <li>• Trends in the chosen city</li> <li>• Reasons why your chosen city qualifies as a global city</li> <li>• Ways to develop your global city to achieve global competitiveness</li> </ul>
	1	<b>Midterm Examination</b>				

Learning Delivery Schedule	Number of Hours	Intended Learning Outcome (ILO)	Learning Content	Mode of Delivery- Flexible Learning Model (Face-to-Face / Synchronous / Asynchronous)	Teaching/ Learning Activity	Assessment Activity
<b>FINAL PERIOD</b>						
Nov. 4 – 9, 2024	3	<p>At the end of this topic, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the different international issues and trends in global population</li> <li>2. Differentiate between contrasting positions over reproductive health</li> </ol>	<b>Module 11 Global Demography</b>	<ul style="list-style-type: none"> <li>• Face-to-Face</li> <li>• Synchronous Discussion (Google Meet)</li> <li>• Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	<p>Discussion on demography, global city society, and global demography (SDG 10-Reduced Inequalities, SDG 13-Climate Action, SDG 5-Gender Equality)</p>	<p><b>Assignment: The Global Population</b> Instructions: Form groups with four (4) members each. Read current world issues in the newspaper that is related to the issues in the chart below. After reading, write the word that</p>



		<p>3. Synthesize the concept of globalization in relation to demography and population; and</p> <p>4. Explain the theory of demographic transition and its effect on global population</p>				<p>best describes each issue and explain how they are related.</p> <ul style="list-style-type: none"> <li>• Humanitarian issue</li> <li>• Climate Change</li> <li>• Gender inequality</li> </ul>
Nov. 11 – 16, 2024	3	<p>At the end of this topic, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish different global civilizations and categories;</li> <li>2. Analyze the political, economic, cultural, and social factors underlying the global movements of people; and</li> <li>3. Reflect on the experiences of OFW's</li> </ol>	<p><b>Module 12</b> <b>Global Migration</b></p>	<ul style="list-style-type: none"> <li>• Face-to-Face</li> <li>• Synchronous Discussion (Google Meet)</li> <li>• Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	<p>Lectures on the following:</p> <ul style="list-style-type: none"> <li>- categories of the world;</li> <li>- classification of countries;</li> <li>- elements of cosmopolitan; and</li> <li>- types of migration</li> </ul>	<p><b>Quiz 1:</b> Module 10, Module 11, and Module 12</p>
Nov. 18 – 23, 2024	3	<p>At the end of this topic, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Determine the significance of sustainable development in a globalized world;</li> <li>2. Differentiate the concept of stability from sustainability;</li> <li>3. Evaluate the concept of sustainable development in a shrinking world;</li> </ol>	<p><b>Module 13</b> <b>Environmental Crisis and Sustainable Development</b></p>	<ul style="list-style-type: none"> <li>• Face-to-Face</li> <li>• Synchronous Discussion (Google Meet)</li> <li>• Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	<p>Discussion on sustainable development and its concepts</p>	<p><b>Group Activity: Sustainable Development</b></p> <p>Instructions: Form groups with four (4) members each.</p> <p>Write a short essay on the following topics: (1) UN's Agenda and its contributing effect on sustainable development; (2) the importance of making the environment resilient to human</p>

						advances; and (3) the reasons why the governments of the world must always integrate sustainability in state affairs.	
Nov. 25 – 29, 2024	3	<p>At the end of this topic, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain food security as a way to eradicate poverty and hunger;</li> <li>2. Categorize the issues and challenges of food security and their solutions; and</li> <li>3. Synthesize the concept of food security as part of sustainable development.</li> </ol>	<b>Module 14 Food Security</b>	<ul style="list-style-type: none"> <li>• Face-to-Face</li> <li>• Synchronous Discussion (Google Meet)</li> <li>• Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	Discussion about food security, and factors that further cripples and weakens food security both on a domestic and international	<p>Activity 3: Discuss the importance of food security in the following aspects:</p> <ul style="list-style-type: none"> <li>• Politics and Governance</li> <li>• Social Stability and Health</li> <li>• International/ Foreign relations</li> </ul>	
Dec. 2 – 7, 2024	6	<p>At the end of this topic, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the characteristics of global citizen;</li> <li>2. Illustrate the importance of global citizenship; and</li> <li>3. Articulate a personal definition of global citizenship</li> </ol>	<b>Module 15 Global Citizenship</b>	<ul style="list-style-type: none"> <li>• Face-to-Face</li> <li>• Synchronous Discussion (Google Meet)</li> <li>• Asynchronous Discussion (Video Material, Virtual Classroom, Activity/Quiz)</li> </ul>	Lecture about the characteristics of a Global Citizen, and the importance of global citizenship	<b>Quiz 2:</b> Module 13, Module 14, and Module 15	
	1	<b>Final Examination</b>					
<b>Total</b>	<b>54</b>						

<b>VI. Course Output</b>	Write a reflective essay on how your understanding of contemporary global issues has evolved throughout the course. Discuss any new perspectives or insights gained and how they might influence your future academic or professional endeavors.
<b>VII. Course Requirements:</b>	<p>The student is expected to comply with the following:</p> <ol style="list-style-type: none"> <li>1. Must have at least 80% attendance of the prescribed number of days.</li> <li>2. Obtain satisfactory rating for quizzes, recitation and major examinations given for the course.</li> <li>3. Finish and submit all requirements at the end of the semester.</li> <li>4. Must actively participate in all science activities inside or outside the classroom</li> </ol>

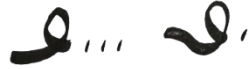
<b>VIII. Course References:</b>	<ul style="list-style-type: none"> <li>• Aldama, P.K. (2018). <i>The Contemporary World</i>. 856 Nicanor Reyes Sr. St., Sampaloc, Manila: Rex Bookstore, Inc, (RBSI)</li> <li>• The Contemporary World. Revised/Enhanced: January 28, 2021. Catanduanes State University, Virac, Catanduanes. Retrieved from: <a href="https://www.scribd.com/document/518116968/Module-in-the-Contemporary-World">https://www.scribd.com/document/518116968/Module-in-the-Contemporary-World</a></li> <li>• Claudio, L. and Abinales. P. (2018) <i>The Contemporary World</i>. C&amp;E Publishing, Inc. Retrieved from: <a href="https://www.studocu.com/ph/document/la-consolacion-university-philippines/educational-leadership/the-contemporary-world-book-pdf/52354470">https://www.studocu.com/ph/document/la-consolacion-university-philippines/educational-leadership/the-contemporary-world-book-pdf/52354470</a></li> <li>• K12.starbooks.ph College general education. Accessed August 3, 2023 <a href="https://k12.starbooks.ph/course/view.php?id=128">https://k12.starbooks.ph/course/view.php?id=128</a></li> </ul>
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<b>IX. Grading System</b>	<p><b>LECTURE GRADE</b></p> <table> <tr> <td><b>Major Exam</b></td> <td><b>40%</b></td> </tr> <tr> <td><b>Class Standing</b></td> <td><b>60%</b></td> </tr> </table> <ul style="list-style-type: none"> <li>• Quizzes 30%</li> <li>• Recitation 20%</li> <li>• Performance Tasks 10%</li> </ul> <p style="text-align: center;"><b>100%</b></p> <ul style="list-style-type: none"> <li>• <b>FINAL GRADE:</b> (Prelim Grade + Midterm Grade + Pre-Final Grade + Tentative Final Grade)/3</li> </ul>	<b>Major Exam</b>	<b>40%</b>	<b>Class Standing</b>	<b>60%</b>
<b>Major Exam</b>	<b>40%</b>				
<b>Class Standing</b>	<b>60%</b>				

Prepared by:	Checked by:	Approved by:
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**FERDINAND D. GARCIA, JR. LPT.**  
Instructor



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