

THE CONTEMPORARY WORLD

About the Course

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

fragmentation. I see it more as a shake-out of institutions in which new forms of unity go along with new forms of unity go along with new forms of fragmentation.” Wallerstein (1998) believes that globalization is a reflection of the triumph of a capitalist world economy bonded by a global division of labour. Khor (1995) in discussing the world politics expressed that globalization has long been experienced by the Third World called colonization.

For McGrew (1990) globalization is composed of multiple sameness and interconnectedness that go beyond nation states where individuals and organizations in one part of the world is affected by the activities, affairs, and convictions on another part of the globe. Holm and George (1998) described globalization as the intensification of economic, social and cultural relations across borders. Similarly, it is the processes by which the peoples of the world are incorporated into a single world society, global society (Albrow, 1990). Simply, Kanter (1995) said that it is a condition where the world is becoming a global shopping mall in which ideas and products are available everywhere at the same time.

One of the most popular definitions of globalization is provided by Steger (2009) which defined globalization as a set of social processes that appear to transform our present social condition of weakening nationality into one globality. It is about the unprecedented compression of time and space as a result of political, economic and cultural change, as well as powerful technological innovations. Manfred further differentiated globalization, globality and globalism. While globalization is a process, globality signifies a future social condition characterized by thick economic, political and cultural interconnections and global flows that make currently existing political borders and economic barriers irrelevant. On the other hand, globalism means globalization as an ideology reflecting shared ideas, norms, values accepted as truth. He adds that there are three kinds of globalism namely:

- **Market globalism** advocates promise a consumerist, neoliberal, free-market world. This ideology is held by many powerful individuals, who claim it transmits democracy and benefits everyone. However, it also reinforces inequality, and can be politically motivated.
- **Justice globalism** envisages a global civil society with fairer relationships and environmental safeguards. They disagree with market globalists who view neoliberalism as the only way.
- **Religious globalism** strives for a global religious community with superiority over secular structures.

Steger (2009) further defines globalization as the expansion and intensification of social relations and consciousness across world-time and world space. He explained that globalization has several dimensions:

Economic: ‘The economic dimension of globalization’ explores how the way people have undertaken economic production has changed. The global economic order emerged after World War II, when the Bretton Woods Conference laid the foundations for the IMF, World Bank, and WTO. In the 1980s neoliberalism liberalized financial transactions. However, this unstable growth led to the Great Financial Crash, where banks traded toxic assets without regulation. Transnational corporations rival nation-states in economic power, and

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Preview from Notesale.co.uk
Page 18 of 39

Lesson 5: CONTEMPORARY GLOBAL GOVERNANCE

The world has no global government and global authority. There are however, political and economic bodies operating worldwide that not all people are aware of. Thus what the world has is the idea of global governance. This term refers to domestic institutions and governments on how large-scale problems and public-policy issues are being resolved on a global level. It involves a range of actors including states, national and regional bodies that have the eagerness and commitment to deal with a particular challenge. This lesson will focus primarily on the United Nations (UN) as the most prominent intergovernmental organization today as well as the challenges of the twenty-first century governance.

OBJECTIVES:

At the end of this lesson you are expected to:

1. Identify the roles and functions of the United Nations (UN);
2. Describe the challenges of global governance in the 21st century;
3. Explain the relevance of the nation-state in the midst of globalization; and
3. Create a poster that depicts the participation of the Philippines in the global community

KEY POINTS

Today, **global governance** makes world affairs systematic, secured and formulaic. Weiss & Thakur (2014) describe global governance as the totality of norms, laws, policies, and bodies that define, comprise, and facilitate transnational relations between citizens, states, cultures, intergovernmental and non-governmental organizations. Rules and norms put everything in order. Though global governance is rule-based, it has no central authority. However, there are systems for international relationships that bind the states, people and society together. Since the United Nations (UN) has the most number of members among the established global systems, this section discusses its organs, roles and functions.

The six organs of the United Nations (UN)

- **General Assembly** is the central deliberative and the only organ where all member-states have equal representation in discussion and consideration, and policymaking
- **Security Council** is the organ which has the commitment to preserve peace and security.
- **Economic and Social Council** is the main organ for cooperation, policy reviews, policy dialogue, and advice on social, economic and environmental issues.
- **Trusteeship Council** is the organ tasked to administer international oversight for 11 trust territories and to make sure that adequate procedures are taken for independence and self-government.
- **International Court of Justice** is UN's prime judicial organ.

POST READING ACTIVITY

Create a creative and colorful poster that depicts the participation of the Philippines in the global community. Then write at least five sentences to explain your poster. You may use a long-sized bond paper, a recycled paper or calendar for this activity.

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UN Logo: www.wikimedia.com

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Page 25 of 39

Image source: Royal Geographical Society

The map shows that generally rich countries are found in the northern hemisphere and poor countries are in the southern hemisphere with the exception of Australia and New Zealand. Nevertheless, this global partition has become blurry and less useful since the economies of many countries have changed overtime.

For additional information on the Global North and Global South, kindly access the link: <https://drive.google.com/file/d/18-lqE8DSL3ToObAHAdAxb3gSFLk9Wc-u/view?pli=1>

6. Post-Assessment

- Make a two-column table showing 10 major differences of the global north and global south

RUBRICS FOR ESSAY

CATEGORY	PROFICIENT (8-10)	AVERAGE (5-7)	NEEDS IMPROVEMENT (0-4)
INTRODUCTION (25%)	Very well stated and provides very clear direction for essay	Well stated and provides clear direction for essay	Poorly stated and provides unclear direction for essay
BODY (50%)	Development of ideas is highly observed. Statements and arguments are supported with detailed and convincing evidence.	Development of ideas is moderately observed. Statements and arguments are supported with sufficient evidence.	Development of ideas is lacking. Statements and arguments are supported with irrelevant evidence or no evidence at all.
CONCLUSION (25%)	Statement(s) is very well stated, purposeful and perceptive.	Statement(s) is well stated and summarizes only the previous information.	Statement(s) is poorly stated, incomplete, unfocused or absent.

- Make an essay identifying the characteristics of the Global South in relation to the social conditions of the Philippines.

7. Feedback

- Scheduled a synchronous meeting to discuss the output of the students based on the rubrics provided
- Discuss comments through chat rooms

8. Homework

Make 5 statements stating your thoughts/opinion why a country is rich or poor.

9. Rubric