

SYLLABUS

TITLE: Challenges of Contemporary Society
CODE: GCC 202
PREREQUISITE: GCC 201
CREDITS: 3 credits | 45 contact hours | 1 term

DESCRIPTION

This course studies the origin and consequences of humanity's main social, economic, political, and environmental challenges in the twentieth and twenty-first centuries. It also emphasizes the search for solutions from a humanistic perspective, anchored in achieving a society of justice and peace.

JUSTIFICATION

This course promotes the necessary reflection so that students assume an active role in the search for solutions for a society of solidarity in justice and peace.

COMPETENCIES

The course develops the following competencies in students:

- **Critical questioning**
- **Communication**

OBJECTIVES

After completion of the course, students will be able to:

1. Understand the main social, economic, political, and environmental challenges the planet faces.
2. Examine initiatives to solve humanity's challenges.
3. Apply the acquired knowledge to reflect on their participation in today's society.

CONTENTS

- I. Twentieth Century: The Main Challenges of Contemporary Society
 - A. Consequences of world wars
 - 1. Social, political, and economic
 - 2. Nationalism and migration policies
 - 3. The United Nations and human rights
 - 4. The New International Economic Order (NIEO)
 - 5. Globalization, free trade agreements, and neoliberalism
 - B. Ecological deterioration
 - 1. Demographics and natural resources
 - 2. Natural disasters: social and ecological impact
 - 3. National and international initiatives: the Anthropocene and environmental awareness
 - C. Diseases and pandemics
 - D. Manifestations of terrorism
 - E. Religious tolerance and interfaith dialogue
- II. Twenty-first Century: The Challenges Inherited
 - A. Ecological violence and global warming
 - B. Nationalism and migration policies
 - C. Diseases and pandemics
 - D. Terrorism
 - E. Human trafficking
 - F. Drug trafficking
- III. Innovation as a Response to Challenges
 - A. Science and technology in the age of knowledge
 - B. Complaints and solutions from culture:
 - 1. Literature
 - 2. Music
 - 3. Visual arts
 - 4. Dance
 - 5. Theater
 - C. Sustainable Development Goals (SDGs)
 - D. Other

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Flipped classroom: critical analysis of readings

- Role playing: debates and representations
- Collaborative learning
- Implementation of graphic organizers: maps, timelines, etc.

EVALUATION

Compositions	30%
Participation	20%
Partial assignments	25%
Final work or exam	<u>25%</u>
TOTAL	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

BIBLIOGRAPHY

Arendt, H. (2010). *Eichmann in Jerusalem: A report on the banality of evil*. W. Ross

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Baron, N., & González, J. R. (2018). *Cultura territorial e innovación social: ¿hacia un nuevo modelo metropolitano en Europa del sur?* Universitat de València.

Gills, B. (2011). *Globalization in crisis*. Routledge.

Fernández, E. A., Vallejo, M. J., & Luis, P. P. (2016). *Terrorismo en el siglo XXI: (la respuesta penal en el escenario mundial)*. Dykinson.

Jeong, H. (2001). *Peace and Conflict Studies, An Introduction*. Ashgate Publications.

Klein, N. (2010). *La doctrina del Shock: El auge del capitalismo del desastre*. Editorial Paidós.

Martuccelli, D. & Santiago, J. (2017). *El desafío sociológico de hoy. Individuos y retos sociales*. Centro de Investigaciones Sociológicas.

McCarthy N. (2017, November 15). The Staggering Scale of Global Financial Inequality.

<https://www.forbes.com/sites/niallmccarthy/2017/11/15/the-global-pyramid-of->

wealth-infographic/#6d0e62e0558b

Pardo, M., & Rodríguez, M. (2011). *Cambio climático y lucha contra la pobreza*. Siglo XXI.

Sotelo, I. (2006). *Objetivos de desarrollo del milenio: Una responsabilidad compartida*. Fundación Carolina.

Stomblor, M., & Jungels, A. M. (2017). *Focus on social problems: A contemporary reader*. Oxford University Press.

Tomás, E. A. (1999). *Siglo XXI: Problemas, perspectivas y desafíos*. Universidad.

Torres Rivera, L., Sierra López, H. & Giusti, J. (2016). *Ciencias sociales: Sociedad y cultura contemporánea*. Publicaciones Puertorriqueñas.

Veres, L. (1980). *La retórica del terror: Sobre lenguaje, terrorismo y medios de comunicación*. Ediciones de la Torre.

Zygmunt, B. (2010). *Modernidad líquida*. Fondo de Cultura Económica.

For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a

grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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