



Global Issues 11

Dominican International School

Course Syllabus

School Year 2026–27



Mr. Patrick Dave Q. Bugarin, OP, PhD

pbugarin@dishs.tp.edu.tw

(02)2533-8451 ext. 209

COURSE DESCRIPTION

Global Issues is an interdisciplinary course that explores the political, economic, social, cultural, environmental, and ethical challenges confronting an increasingly interconnected world. Drawing from the disciplines of political science, history, economics, geography, sociology, religious studies, and international relations, students examine how global problems transcend national boundaries and require collaborative, informed, and ethical responses.

The course is organized around two complementary questions: “How did the contemporary global order emerge?” and “How can humanity respond to its shared challenges?” During the first semester, students investigate the foundations of global politics through the historical development of the international system, major theories of international relations, global governance, and regional cooperation. During the second semester, students examine the United Nations Sustainable Development Goals (SDGs) as a framework for addressing poverty, inequality, environmental sustainability, peace, and human flourishing.

Recognizing the importance of regional context, the course incorporates case studies from Southeast Asia and the Asia-Pacific while encouraging students to analyze issues from multiple perspectives, including historical, political, cultural, ethical, and religious viewpoints. Throughout the year, students engage authentic contemporary issues through inquiry, research, discussion, and collaborative problem-solving.

Rooted in the Dominican intellectual tradition, the course is guided by the Salamanca Process, which integrates Study (Interaction), Research (Clarification), Analysis (Questioning), and Action

(Design). Inspired by the Dominican pursuit of Veritas (Truth), students are challenged not only to understand global issues but also to cultivate the wisdom, compassion, and civic responsibility necessary to become thoughtful leaders and responsible global citizens.

COURSE PHILOSOPHY

Global Issues is more than the study of current events. It is an invitation to understand humanity's shared challenges through rigorous inquiry, ethical reflection, and responsible action. Rather than memorizing isolated facts, students learn to ask meaningful questions, evaluate competing perspectives, interpret evidence, and develop informed responses to complex global problems.

Consistent with the Dominican educational tradition, this course seeks to cultivate intellectually curious, morally grounded, and socially responsible learners who recognize that knowledge carries with it the responsibility to serve the common good.

COURSE LEARNING OUTCOMES

By the end of the course, students will be able to:

Knowledge and Understanding

- Explain major concepts and theories in global politics and international relations.
- Describe the historical development of the contemporary international system.
- Explain the role of states, international organizations, civil society, and regional institutions in addressing global challenges.
- Describe the Sustainable Development Goals and their significance in contemporary global governance.

Inquiry and Analysis

- Analyze global issues using multiple disciplinary perspectives.
- Interpret current events using historical context and credible evidence.
- Compare competing explanations of political, economic, and social phenomena.
- Evaluate local and global responses to contemporary challenges.

Communication and Research

- Conduct academic research using reliable sources.
- Write analytical papers following current APA guidelines.
- Communicate ideas effectively through presentations, debates, policy briefs, and collaborative discussions.

Transfer

- Students will apply their learning to propose thoughtful, evidence-based, and ethically grounded responses to real-world challenges affecting their local communities and the wider world.

ENDURING UNDERSTANDINGS

Students will understand that:

- Global issues are interconnected and cannot be understood through a single discipline.
- Historical events continue to shape present-day international relations.
- Different theories provide different explanations for world politics.
- Cooperation among states, institutions, and communities is essential for addressing many global challenges.
- Sustainable development requires balancing social, economic, environmental, and ethical considerations.
- Responsible global citizenship begins with informed inquiry and thoughtful action.

COURSE FRAMEWORK

The course follows the “Salamanca Process”, integrating inquiry-based learning with Dominican pedagogy. Every lesson follows five interconnected stages:

- **Study (Interaction)**
 - Students encounter new ideas through lectures, primary sources, maps, documentaries, simulations, and case studies.
- **Research (Clarification)**
 - Students investigate evidence, gather information, compare perspectives, and evaluate sources.
- **Analysis (Questioning)**
 - Students examine assumptions, debate competing viewpoints, interpret data, and connect ideas across disciplines.
- **Action (Design)**
 - Students develop evidence-based proposals, presentations, policy recommendations, advocacy projects, and community-based responses.

PRIMARY TEXTS

Required Readings:

- Andrew Heywood, *Global Politics*. (Selected chapters assigned throughout the year.)
- Jean-François Rischard, *High Noon: Twenty Global Problems, Twenty Years to Solve Them*. (Selected chapters.)

SUPPLEMENTARY READINGS

Selected excerpts from:

- Benedict Anderson, Imagined Communities
- Anthony Reid, The Lands Below the Winds
- The Emergence of Modern Southeast Asia
- Amitav Acharya, selected writings on ASEAN and regional cooperation
- James C. Scott, selected writings on state formation and society

PRIMARY DOCUMENTS

Students will engage with selected primary sources throughout the course, including:

- Charter of the United Nations
- Universal Declaration of Human Rights
- ASEAN Charter
- Sustainable Development Goals (2030 Agenda)
- Universal Declaration on Cultural Diversity
- Selected speeches by United Nations Secretaries-General

CATHOLIC SOCIAL TEACHING

Selected readings include:

- Gaudium et Spes
- Nostra Aetate
- Laudato Si'
- Fratelli Tutti
- Salamanca Congress Final Document (2016)

These readings are incorporated where they illuminate the ethical dimensions of contemporary global issues.

RECOMMENDED REFERENCE MATERIALS

- Students are encouraged to consult current reports and datasets from:
- United Nations
- United Nations Development Programme
- UNESCO
- World Bank
- International Monetary Fund
- Our World in Data
- Stockholm International Peace Research Institute (SIPRI)
- Freedom House
- ASEAN Secretariat
- Dominican Family for Justice and Peace

GRADING SYSTEM/ASSESSMENT:

90% Academic Assessment

- Section A: Homeworks, Seatworks, Projects: 30%
- Note: Attendance and active participation in class discussions will be factored into the overall grade.
- Section B: Quizzes: 30%
- Section C: Quarterly Exam/Term Paper: 30%
- Section D: Deportment (Socio-Emotional and Behavioral Assessment): 10%

DEPORTMENT (Socio-Emotional and Behavioral Assessment):

- Truthful.....18.8%
- Organized.....18.8%
- Reflective.....18.8%
- Courageous.....18.8%
- Helpful.....18.8%
- TOTAL.....94%

Note: *The maximum grade a student can receive for Deportment each quarter is 94 points.*

ARTIFICIAL INTELLIGENCE POLICY

Artificial intelligence (AI) tools may be used only when explicitly authorized by the teacher. When AI is used, students must acknowledge its use appropriately and remain responsible for verifying the accuracy, originality, and integrity of all submitted work. AI should support learning—not replace independent thinking, analysis, or writing.

ACADEMIC INTEGRITY

Academic integrity is fundamental to scholarship and the Dominican pursuit of truth. Students are expected to submit original work, properly acknowledge all sources using current APA guidelines, and demonstrate honesty in all academic endeavors.

Violations—including plagiarism, fabrication, unauthorized collaboration, cheating, or misuse of artificial intelligence—will result in academic consequences consistent with school policy.

WRITING EXPECTATIONS

Students will produce a variety of academic writing, including analytical essays, research papers, policy briefs, and reflective writing. Unless otherwise specified, written work should:

- Follow current APA guidelines.
- Use Times New Roman, 12-point font.
- Be single-spaced with one-inch margins.
- Include the student's name, class section, and date.
- Report the final word count.
- Submit through Google Classroom by the assigned deadline.

First Quarter Tentative Course Content

Week & Date	Topics / Projects / Assessments
Week 1 Aug 10 - 14	Monday Class Preparation ~ Student Holiday Tuesday Morning Assembly Thursday Opening Mass 8:00
Week 2 Aug 17 - 21	Introduction to Global Issues • What makes an issue “global”? • Global interdependence and interconnectedness • Local, regional, and global perspectives • Introduction to the Salamanca Process Activity: Global Issues Concept Map / Issue-Mapping Activity Reading: Global Politics — selected introductory chapter
Week 3 Aug 24 - 28	Globalization and the Contemporary World • Political, economic, social, cultural, and technological dimensions of globalization • Benefits and challenges of globalization • Globalization and inequality • Case Study: Globalization in Southeast Asia Discussion: Is globalization a force for cooperation or inequality? Reading: High Noon — Introduction
Week 4 Aug 31 - Sep 4	Historical Development of the International System • The rise of the modern state • Sovereignty and territoriality • Westphalia and the development of the state system • Colonialism, decolonization, and the emergence of new states • The post-World War II international order Primary Source: United Nations Charter — Preamble

	Activity: Historical Timeline of the International System
Week 5 Sep 7 - 11	Theories of International Relations I: Realism and Liberalism • What is power? • Realism: power, security, sovereignty, and national interest • Liberalism: cooperation, institutions, interdependence, and collective security • Comparing realist and liberal explanations of international events Activity: Theory Comparison / Structured Debate Reading: Global Politics — selected chapters
Week 6 Sep 14 - 18	Theories of International Relations II: Constructivism and International Cooperation • Ideas, norms, identity, and international politics • Constructivist approaches to global issues • Why do states cooperate? • International organizations and global governance • Introduction to the United Nations Primary Source: Universal Declaration of Human Rights Assessment: Short Analytical Response — Which theory best explains international cooperation?
Week 7 Sep 21 - 25	Quarter I Review and Assessment Preparation T-W-Th Pre-Exam Days Friday Moon Festival ~ Public Holiday Review of major concepts and theories Major Assessment Preparation: Position Paper — “How should states respond to contemporary global challenges?”
Week 8 Sep 28 - Oct 2	Quarter I Assessment Monday Confucius' Birthday ~ Public Holiday Wednesday: Position Paper completion / review activities Thursday Major Exams Day 1 Friday Major Exams Day 2
Week 9 Oct 5 - 9	Quarter I Closure / Academic Processing Monday Record Day ~ Student Holiday T-W-Th Teachers Conference ~ Student Holiday Friday Double 10 Day ~ Public Holiday

Second Quarter Tentative Course Content

Week & Date	Topics / Projects / Assessments
Week 1 (10) Oct 12 - 16	Regional Cooperation: ASEAN and the Asia-Pacific • Why do states form regional organizations? • ASEAN and regional cooperation • ASEAN principles and the “ASEAN Way” • Regional cooperation in Southeast Asia Primary Source: ASEAN Charter — selected articles Activity: ASEAN Case Study Analysis Reading: Amitav Acharya — selected writings
Week 2 (11) Oct 19 - 23	Global Governance: Who Governs the World? • Meaning and limits of global governance • United Nations and international organizations • States, NGOs, civil society, and multinational actors • Collective action and global cooperation Simulation: United Nations / Global Governance Simulation Assessment: UN/Global Governance Position Statement
Week 3 (12) Oct 26 - 30	Communities, Identity, and Global Politics Monday Retrocession Day ~ Public Holiday • National identity and imagined communities • Culture, ethnicity, religion, and political identity • Nationalism and globalization • Identity and conflict/cooperation Reading: Benedict Anderson, Imagined Communities — Introduction Discussion: How does identity shape political behavior?
Week 4 (13) Nov 2 - 6	Poverty, Development, and Human Flourishing • What is development? • Poverty and inequality • Human development and quality of life • Development and human dignity • Introduction to the Sustainable Development Goals Data Analysis: Comparing global development indicators Reading: High Noon — selected chapter(s) Connection: Catholic Social Teaching and the common good
Week 5 (14)	Migration and Human Security

Nov 9 - 13	• Causes and patterns of migration • Refugees and internally displaced persons • Borders, sovereignty, and human rights • From national security to human security • Ethical responsibilities toward migrants and refugees Primary Source: Universal Declaration of Human Rights — selected articles Case Study: Migration in Southeast Asia / Asia-Pacific Reading: Global Politics — selected chapter
Week 6 (15) Nov 16 - 20	Global Commons, Sustainability, and Religion in Global Politics • Climate change and environmental sustainability • Oceans, atmosphere, biodiversity, and other global commons • Collective action problems • Religion, ethics, and global responsibility • Catholic Social Teaching and ecological responsibility Reading: Laudato Si' — selected sections Activity: Global Commons Policy Workshop Project Launch: Model ASEAN / Global Policy Brief
Week 7 (16) Nov 23 - 27	Integration, Review, and Policy Project Development • Connecting governance, development, security, migration, and sustainability • Policy analysis and evidence evaluation • Stakeholder perspectives • Developing evidence-based recommendations T-W-Th Pre-Exam Days Friday Grade 12 Exams Major Project: Model ASEAN / Global Policy Brief development
Week 8 (17) Nov 30 - Dec 4	Global Policy Simulation / Project Presentations Monday Grade 12 Exams • Model ASEAN / Global Policy Simulation • Policy Brief presentations • Peer feedback and evaluation • Reflection on global citizenship and responsible action Assessment: Model ASEAN / Global Policy Brief
Week 9 (18) Dec 7 - Dec 11	Course Synthesis and Final Assessment Monday TBD Tuesday Foundation Day Mass 9:00, Cutting of the Cake Ceremony, Christmas Fair, (Whole day)

	Wednesday TBD Thursday Major Final Exams half day Friday Major Final Exams half day Final Review: Global Issues synthesis and reflection
Dec 14 to Jan 1 Christmas Break	

Third Quarter Tentative Course Content

Week & Date	Topics / Projects / Assessments	
Week 1 (19)	Monday Friday	Record Day ~ Student Holiday New Year Mass at 8:00

Jan 4 - Jan 8	
Week 2 (20) Jan 11 - Jan 15	
Week 3 (21) Jan 18 - Jan 22	
Week 4 (22) Jan 25 - Jan 29	
Week 5 (23) Feb 1 - Feb 5	Thursday Little New Year's Eve ~ Public Holiday Friday Lunar New Year ~ Public Holiday
<i>February 8 to 12 Chinese New Year Holiday</i>	
Week 6 (24) Feb 15 - Feb 19	
Week 7 (25) Feb 22 - Feb 26	22-26 IOWA Assessments
Week 8 (26) Mar 1 - Mar 5	Monday Memorial Day ~ Public Holiday T-W-Th Pre-Exam Days
Week 9 (27) Mar 8 - Mar 12	
Week 10 (28) Mar 15 - Mar 19	
Week 11 (29) Mar 22- Mar 26	Tuesday Major Final Exams half day Wednesday Major Final Exams half day Thurs - Fri Easter Break (Spring Break) ~ Public Holiday
<i>March 25 to April 2 Easter & Spring Break</i>	

Fourth Quarter Tentative Course Content

Week & Date	Topics / Projects / Assessments
Week 1 (30) Apr 5 - Apr 9	Monday Tomb Sweeping Day ~ Public Holiday Tuesday Children's Day ~ Public Holiday

Week 2 (31) Apr 12 - Apr 16	
Week 3 (32) Apr 19 - Apr 23	19 - 23 AP Mock Exams
Week 4 (33) Apr 26 - Apr 30	T-W-Th Pre-Exam Days Friday Labor Day ~ Public Holiday
Week 5 (34) May 3 - May 7	3 - 7 Final Exams (K, Gr. 5, 8, & 12 Only) 3 - 14 AP Exams
Week 6 (35) May 10 - May 14	3 - 14 AP Exams Wednesday Major Final Exams Undergraduates half day Thursday Major Final Exams Undergraduates half day Friday Record Day ~ Student Holiday
Week 7 (36) May 17 - May 21	Monday Gr. 12 Reflection (Morning) Monday Baccalaureate Mass (Afternoon, Schoolwide) Wednesday House Sports Day Thursday High School Field Trip Friday House Culminating Activity All Week Student Clearance Days & Special Events
Week 8 (37) May 24 - May 28	Monday Middle & High School Sports Day Monday LS Field Trip Tuesday Kindergarten Graduation/Gr. 5 Promotion Wednesday Gr. 8 Graduation and Gr. 12 Graduation Thursday Pre-Kindergarten & Gr. 1 - 4, 6 & 7, 9-11 Recognition Friday Last Day of School for Students