



# MABALACAT CITY COLLEGE

INSTITUTE OF ARTS AND SCIENCES

First Semester A.Y. 2023-2024

Outcome-Based Teaching and Learning Plan and Module Guide for *(The Contemporary World-SOCSCI105)*



**VISION:** Mabalacat City College envisions itself to be the top choice in the community it serves for quality education and training by 2025.

**MISSION:** The Mission of Mabalacat City College is to meet the needs of its community as a center for learning aiming for open admission policy.

## 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.

## PROGRAM INTENDED LEARNING OUTCOMES (PILO) (BASED ON CMO):

1. Demonstrate an understanding of history as a social science/humanistic discipline;
2. Demonstrate a general knowledge of Philippine history;
3. Demonstrate a general knowledge of Asian and world history;
4. Identify the primary and secondary sources necessary for the study of a specific research problem;
5. Locate appropriate sources and demonstrate familiarity with standard citation format;
6. Analyze historical data from multiple viewpoints;
7. Complete a research paper using sound historical methodology;
8. Recognize other scholars' works and exhibit openness to peer review;





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9. Acquire a reading knowledge of a language necessary for research;
10. Recognize the relevance of the study of the past to contemporary issues and concerns; and
11. Relate the role of history in asserting national identity.

**PRE-REQUISITE:** None

**NUMBER OF UNITS:** 3 Units Lecture

**LEARNING OUTCOMES:**

1. Review sociological concepts to understand globalization from this perspective.
2. Distinguish different interpretations of and approaches to globalization.
3. Describe the emergence of global economic, political, social, and cultural systems.
4. Analyze the various contemporary drivers of globalization.
5. Understand the issues confronting the nation-state.
6. Assess the effects of globalization on different social units and their responses.
7. Analyze contemporary news events in the context of globalization.
8. Analyze global issues in relation to Filipinos and the Philippines.
9. Articulate personal positions on various global issues; and
10. Identify the ethical implications of global citizenship.





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## COURSE OUTLINE

Week	Topic	Learning Materials (with references following OER plagiarism and IPR policies)	Intended Learning Outcomes (ILO)	Assessment Tasks (Requirements with schedule or time allotment)	Sustainable Development Goals (SDG) Coherence
1	<b>Class Orientation</b> <ul style="list-style-type: none"><li>School and classroom policies</li><li>Regulations</li><li>Course requirements</li><li>Grading system</li><li>Vision, Mission, Goals and Objectives</li></ul>	<b>Suggested Reading/Reference:</b> Mabalacat City College Student Manual	Introduce self to classmates and teachers.  List expectations for the course.  Recall course rules.  Restate their commitment to the demands of the course by asserting their agreement or expressing their queries for further	Students will be asked to restate what they have understood and what they do not understand from the discussion by providing guide questions. Students' responses will be posted on MS Teams chat or MS Forms where the pertinent	SDG 4 (Quality Education)





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			understanding and clarification.	materials or documents are posted.	
<b>GLOBAL KNOWLEDGE</b>					
2-3	<p><b>Introduction to the Study of Globalization</b></p> <ul style="list-style-type: none"> <li>Defining Globalization</li> <li>A New World in the Making (The Industrial Revolution)</li> </ul>	<p><b>Suggested Readings:</b>            The Contemporary World. (2018). 3G E-Learning LLC.</p> <p>Aldama, P.K.R. (2018). The Contemporary World. Rex Book Store.</p> <p>Brazalote, T.C., and Leonardo, R.M. (2019). The Contemporary World (Outcome-Based Module). C &amp; E Publishing, Inc.</p> <p>Claudio, L. E., and Abinales, P.N. (2018). The Contemporary World. C &amp; E Publishing, Inc.</p> <p><b>Supplemental Readings:</b>  <a href="https://www.history.com/topics/industrial-revolution/industrial-revolution">https://www.history.com/topics/industrial-revolution/industrial-revolution</a></p> <p><a href="https://www.khanacademy.org/humanities/big-history-project/acceleration/bhp-acceleration/a/the-industrial-revolution">https://www.khanacademy.org/humanities/big-history-project/acceleration/bhp-acceleration/a/the-industrial-revolution</a></p>	<p><i>Global Knowledge:</i>            Differentiate the competing conceptions of globalization.</p> <p>Identify the underlying philosophies of the varying definitions of globalization.</p> <p><i>National Knowledge:</i>            Adopt a working definition of globalization in the Philippine Setting</p> <p><i>Local Knowledge:</i></p>	<p>Write a personal definition of globalization based on a concept map.</p> <p>Learning Activity:            Exercise 1: Find and read an opinion editorial (op-ed) article discussing globalization. Extract the underlying concept of globalization explained in the article. (A</p>	SDG 4 (Quality Education)





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			Identify a significant event/s in Mabalacat that relatively similar in a new world in the making	template will be given to the students).	
4-6	<p><b>The Structures of Globalization</b></p> <ul style="list-style-type: none"> <li>• The Global Economy</li> <li>• Market Integration</li> <li>• The Global Interstate System</li> <li>• Contemporary Global Governance</li> </ul>	<p><b>Suggested Readings:</b>            The Contemporary World. (2018). 3G E-Learning LLC.</p> <p>Aldama, P.K.R. (2018). The Contemporary World. Rex Book Store.</p> <p>Barkin, J. (2015). International organization: theories and institutions. Springer.</p> <p>Brazalote, T.C., and Leonardo, R.M. (2019). The Contemporary World (Outcome-Based Module). C &amp; E Publishing, Inc.</p> <p>Claudio, L. E., and Abinales, P.N. (2018). The Contemporary World. C &amp; E Publishing, Inc.</p> <p>Cogan, J. K., Hurd, I., &amp; Johnstone, I. (Eds.). (2016). The Oxford handbook of international organizations. Oxford University Press.</p> <p><b>Supplemental Readings:</b></p>	<p><i>Global Knowledge:</i>            Define economic globalization.</p> <p>Analyze the actors that facilitate economic globalization.</p> <p>Explain the role of international financial institutions in the creation of a global economy.</p> <p>Narrate a short history of global</p>	<p>Discuss among students (individual or in group) whether economic globalization is something that unifies or further divides the world using a Venn Diagram.</p> <p>Learning Exercise 1:            An objective type of assessment (multiple choice</p>	<p>SDG 4 (Quality Education)</p> <p>SDG 8 (Decent Work and Economic Growth)</p> <p>SDG 9 (Industry, Innovation, and Infrastructure)</p> <p>SDG 16 (Peace, Justice, and Strong Institutions)</p>





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		<p><a href="https://www.encyclopedia.com/social-sciences-and-law/economics-business-and-labor/economics-terms-and-concepts/global-economy">https://www.encyclopedia.com/social-sciences-and-law/economics-business-and-labor/economics-terms-and-concepts/global-economy</a></p> <p><a href="https://www.edology.com/blog/accounting-finance/how-does-global-economy-work/">https://www.edology.com/blog/accounting-finance/how-does-global-economy-work/</a></p> <p><a href="https://www.usi.edu/business/cashel/241/text%20files/overview.pdf">https://www.usi.edu/business/cashel/241/text%20files/overview.pdf</a></p>	<p>market integration in the 20<sup>th</sup> century.</p> <p>Explain the effects of globalization on nation-states.</p> <p>Differentiate internationalism from globalism.</p> <p>Describe the challenges of global governance in the 21<sup>st</sup> century.</p> <p><i>National Knowledge:</i> Identify the roles and functions of the United Nations and it's relationship to the Philippines.</p> <p><i>Local Knowledge:</i></p>	<p>/ true or false / or identification) that will further evaluate the students understanding on the structures of globalization.</p>	<p>SDG 17 (Partnership for the Goals)</p>
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			Determine the benefits and privileges of Mabalacat Community in the structures of globalization.		
7-8	<p><b>A World of Regions</b></p> <ul style="list-style-type: none"> <li>Global Divides: The North and the South</li> <li>Asian Regionalism</li> </ul>	<p><b>Suggested Readings:</b></p> <p>Aldama, P.K.R. (2018). The Contemporary World. Rex Book Store.</p> <p>Brazalote, T.C., and Leonardo, R.M. (2019). The Contemporary World (Outcome-Based Module). C &amp; E Publishing, Inc.</p> <p>Claudio, L. E., and Abinales, P.N. (2018). The Contemporary World. C &amp; E Publishing, Inc.</p> <p><b>Supplemental Readings:</b></p> <p><a href="https://unu.edu/publications/articles/towards-a-world-of-regions-and-states.html">https://unu.edu/publications/articles/towards-a-world-of-regions-and-states.html</a></p> <p><a href="https://pesd.princeton.edu/node/626">https://pesd.princeton.edu/node/626</a></p>	<p><i>Global Knowledge:</i> Explain the term Global South.</p> <p>Differentiate the Global South from the Third World.</p> <p>Differentiate between regionalization and globalization.</p> <p>Identify the factors that lead to a greater</p>	<p>Learning exercise 1: Form groups with three members each. Choose one city or town in the Philippines where you can observe or experience the Global North and the Global South. List down specific</p>	<p>SDG 4 (Quality Education)</p> <p>SDG 9 (Industry, Innovation, and Infrastructure)</p> <p>SDG 16 (Peace, Justice, and Strong Institutions)</p>





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		<a href="https://usali.org/usali-perspectives-blog/what-is-new-asian-regionalism">https://usali.org/usali-perspectives-blog/what-is-new-asian-regionalism</a>  <a href="https://aei.um.edu.my/regionalism-in-asia">https://aei.um.edu.my/regionalism-in-asia</a>	<p>integration of Asian regions.</p> <p><i>National and Local Knowledge:</i> Analyze how Philippines and the Mabalacat Community confront the challenges of globalization and regionalization through regionalism.</p>	<p>scenarios in a table template.</p> <p>Learning exercise 2: Identification. Identify two (2) strengths of the Philippines that may contribute to a greater integration among countries in the Asian Region.</p>	<p>SDG 17 (Partnership for the Goals)</p>
9	<b>MIDTERM EXAM</b>				
<b>NATIONAL KNOWLEDGE</b>					
10-11	<p><b>A World of Ideas</b></p> <ul style="list-style-type: none"> <li>Global Media Cultures</li> <li>The Globalization of Religion</li> </ul>	<p><b>Suggested Readings:</b></p> <p>Aldama, P.K.R. (2018). The Contemporary World. Rex Book Store.</p>	<p><i>Global Knowledge:</i> Analyze how different forms of media drive various</p>	<p>Diagnostic test: Agree or disagree on the culture, media,</p>	<p>SDG 4 (Quality Education)</p>







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		<p>Brazalote, T.C., and Leonardo, R.M. (2019). The Contemporary World (Outcome-Based Module). C &amp; E Publishing, Inc.</p> <p>Claudio, L. E., and Abinales, P.N. (2018). The Contemporary World. C &amp; E Publishing, Inc.</p> <p><b>Supplemental Readings:</b>  <a href="https://www.studysmarter.co.uk/explanations/social-studies/the-media/global-media/">https://www.studysmarter.co.uk/explanations/social-studies/the-media/global-media/</a>  <a href="https://open.lib.umn.edu/mediaandculture/chapter/13-6-globalization-of-media/">https://open.lib.umn.edu/mediaandculture/chapter/13-6-globalization-of-media/</a>  <a href="https://www.encyclopedia.com/media/encyclopedias-almanacs-transcripts-and-maps/globalization-culture-through-media">https://www.encyclopedia.com/media/encyclopedias-almanacs-transcripts-and-maps/globalization-culture-through-media</a>  <a href="http://www2.kokugakuin.ac.jp/ijcc/wp/global/06inoue2.html">http://www2.kokugakuin.ac.jp/ijcc/wp/global/06inoue2.html</a>  <a href="https://www.britannica.com/science/cultural-globalization/Religion-and-globalization">https://www.britannica.com/science/cultural-globalization/Religion-and-globalization</a></p>	<p>manifestations of global integration.</p> <p>Explain the dynamics between local and global cultural production.</p> <p>Explain how globalization affects religious practices and beliefs.</p> <p><i>National Knowledge:</i> Analyze the relationship between different religions in the Philippines.</p> <p><i>Local Knowledge:</i> Examine different relationship of religions in Mabalacat</p>	<p>and religion in the Philippines.</p> <p>Learning Exercise 1: An objective type of assessment (multiple choice / true or false / or identification) that will further evaluate the students understanding Philippine culture and media.</p> <p>Learning Exercise 2: The student will identify two (2) Philippine</p>	<p>SDG 10 (Reduced Inequalities)</p> <p>SDG 16 (Peace, Justice, and Strong Institutions)</p>
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			Community through peace and conflict resolution.	musical artist or group that became internationally famous (Regine Velasquez, Lea Salonga, Gary Valenciano, etc.). In your activity, answer the following questions:	
12-13	<b>Global Population and Mobility</b> <ul style="list-style-type: none"> <li>• The Global City</li> <li>• Demography</li> <li>• Migration</li> </ul>	<b>Suggested Readings:</b> Aldama, P.K.R. (2018). The Contemporary World. Rex Book Store.  Brazalote, T.C., and Leonardo, R.M. (2019). The Contemporary World (Outcome-Based Module). C & E Publishing, Inc.  Brettell, C. B., & Hollifield, J. F. (2014). Introduction: migration theory: talking across disciplines. In Migration theory (pp. 1-36). Routledge.	<i>Global Knowledge:</i> Identify the attributes of a global city.  Analyze how cities serves as engines of globalization.  Explain how multinational corporations influence the	Activity 1: Students will Read current issues in media or in newspaper that are related to the issues in the chart below. After reading, write the word that best describes each	SDG 4 (Quality Education)  SDG 5 (Gender Equality)  SDG 8 (Decent Work and Economic Growth)





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	<p>Claudio, L. E., and Abinales, P.N. (2018). The Contemporary World. C &amp; E Publishing, Inc.</p> <p>Dyson, T. (2010). Population and development: the demographic transition. Bloomsbury Publishing.</p> <p>White, M. J. (Ed.). (2016). International handbook of migration and population distribution (Vol. 6). Nueva York: Springer.</p> <p><b>Supplemental Readings:</b> <a href="https://www.un.org/en/global-issues/migration">https://www.un.org/en/global-issues/migration</a> <a href="https://www.bbc.co.uk/bitesize/guides/zkg82hv/revision/5">https://www.bbc.co.uk/bitesize/guides/zkg82hv/revision/5</a> <a href="https://pressbooks.howardcc.edu/worldgeography/chapter/chapter-2/">https://pressbooks.howardcc.edu/worldgeography/chapter/chapter-2/</a></p>	<p>development of global cities.</p> <p>Explain the theory of demographic transition and its effects on global population.</p> <p><i>National Knowledge:</i> Analyze the political, economic, cultural, and social factors underlying the global movements of people in the Philippines.</p> <p><i>Local Knowledge:</i> Display first-hand knowledge of the experiences of the Overseas Filipino Workers (OFWs).</p>	<p>issue and explain how they are related.</p> <p>Learning Exercise 1: Students will create an outline of plan of action that will elevate Manila among the global cities in the world. The plan must be divided into three (3) aspects – political, economic, and social. The plan should be realistic and can be practically achieved in the next twenty (20)</p>	<p>SDG 10 (Reduced Inequalities)</p>
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				<p>years. A template will be given to the students.</p> <p>Learning Exercise 2: Group work: In groups of five, choose a barangay (in Mabalacat) with a high population to be used as subject for analysis. Template and criteria will be provided.</p>	
14-16	<p><b>Towards a Sustainable World</b></p> <ul style="list-style-type: none"><li>• Sustainable Development</li><li>• Food Security</li></ul>	<p><b>Suggested Readings:</b></p> <p>Aldama, P.K.R. (2018). The Contemporary World. Rex Book Store.</p>	<p><i>Global Knowledge:</i> Determine the significance of sustainable</p>	<p>Diagnostic test to assess students understanding of Sustainable</p>	<p>SDG 1 to 17</p>





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		<p>Brazalote, T.C., and Leonardo, R.M. (2019). The Contemporary World (Outcome-Based Module). C &amp; E Publishing, Inc.</p> <p>Claudio, L. E., and Abinales, P.N. (2018). The Contemporary World. C &amp; E Publishing, Inc.</p> <p>Newton, D. E. (2020). The Climate Change Debate: A Reference Handbook. ABC-CLIO.</p> <p><b>Supplemental Readings:</b>  <a href="https://www.oneplanetnetwork.org/knowledge-centre/resources/globalization-and-sustainability-recent-advances-new-perspectives-and">https://www.oneplanetnetwork.org/knowledge-centre/resources/globalization-and-sustainability-recent-advances-new-perspectives-and</a>   <a href="https://www.upf.org/resources/speeches-and-articles/1002-economic-globalization-and-sustainable-development">https://www.upf.org/resources/speeches-and-articles/1002-economic-globalization-and-sustainable-development</a></p>	<p>development in a globalized world.</p> <p>Differentiate the concept of stability from sustainability.</p> <p>Evaluate the concept of sustainable development in a shrinking world.</p> <p>Explain food security as way to eradicate poverty and hunger.</p> <p><i>National Knowledge:</i> Categorize the issues and challenges of Philippine food security and their solutions.</p> <p><i>Local Knowledge:</i></p>	<p>Development Goals using True or False type of test.</p> <p>Create a plan of sustainable development for the Philippines featuring the country's strengths, weaknesses, opportunities, and threats. A format or template will be given to the students.</p> <p>Formative assessment to further assess the students</p>	
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			Identify sustainable development projects (including food security policies) in Mabalacat from year 2010 to present.	understanding on sustainable development and food security.	
<b>LOCAL KNOWLEDGE</b>					
17	<b>Civic and Citizenship Education</b>	<p><b>Suggested Readings:</b></p> <p>Brazalote, T.C., and Leonardo, R.M. (2019). The Contemporary World (Outcome-Based Module). C &amp; E Publishing, Inc.</p> <p>Claudio, L. E., and Abinales, P.N. (2018). The Contemporary World. C &amp; E Publishing, Inc.</p> <p>De Leon, H. S. (2014). Textbook on Philippine Constitution. Manila: Rex Printing Company.</p> <p><b>Supplemental Readings:</b>  <a href="https://www.youngcitizens.org/resources/citizenship/importance-of-citizenship-education/">https://www.youngcitizens.org/resources/citizenship/importance-of-citizenship-education/</a></p>	<p><b>Global Knowledge:</b> Describe the characteristics of a global, active, and responsive citizen.</p> <p><b>National Knowledge:</b> Illustrate the importance of citizenship education in the Philippines.</p> <p><b>Local Knowledge:</b></p>	<p>Participate in the survey of democratic citizenship attitude scale through MS Forms or Google Forms.</p> <p>In group of six (6) members each, make a short video</p>	<p>SDG 3 (Good Health and Well-Being)</p> <p>SDG 4 (Quality Education)</p> <p>SDG 5 (Gender Equality)</p> <p>SDG 10 (Reduced Inequalities)</p>







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		<a href="https://www.officialgazette.gov.ph/constitutions/the-1987-constitution-of-the-republic-of-the-philippines/the-1987-constitution-of-the-republic-of-the-philippines-article-xiv/">https://www.officialgazette.gov.ph/constitutions/the-1987-constitution-of-the-republic-of-the-philippines/the-1987-constitution-of-the-republic-of-the-philippines-article-xiv/</a>  <a href="https://iskwiki.upd.edu.ph/viewer/?fb=2009-53672-Digital-#page-1">https://iskwiki.upd.edu.ph/viewer/?fb=2009-53672-Digital-#page-1</a>	Articulate personal definition of (local) civic and citizenship education.	presentation (3 to 4 minutes) depicting the future of a global village and the set of characteristics of a future global citizen.	
18	<b>FINAL EXAM/ OUTPUT</b>				

### SUMMARY OF REVISIONS:

Revision	Date	Updated by	Short Description of Changes
1.0 <i>(Sample)</i>	September 04, 2023 <i>(Sample)</i>	Juan C. Dela Cruz <i>(Sample)</i>	Inclusion of Sustainable Development Goals Statement (September 2023) <i>(Sample)</i>
2.0	February 21, 2023	Karlo S. Tolentino	Developed OBTLP for the course SOCSCI103 – The Contemporary World





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3.0	February 23, 2023	Karlo S. Tolentino	Added particular activities in week 10-11, week 12-13, and week 17
4.0	August 18, 2023	Ryana Leigh D. Clemente	Added and removed reading materials

## GENERAL GUIDELINES AND POLICIES:

As the College currently follows Hybrid Delivery of Learning on its instruction, the following general guidelines and policies are set by the School to be followed by the faculty-in-charge and the students of the course.

### Attendance

Checking of attendance during face-to-face classes is a requirement and will be strictly observed.

### Academic Integrity

Observance of the outmost academic integrity shall be observed by the students of the course. Plagiarism, cheating, and other forms of academic dishonesty shall not be tolerated by the faculty-in-charge nor the Institute.

### Accomplishment of Requirements

All requirements given by the instructor/faculty-in-charge of the course to the students shall be called/referred to/addressed as "work output". Each work output must be accomplished by the students until the schedule set by the instructor/faculty-in-charge. Final student's output must also be accomplished by the schedule set by the instructor of the course.





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## Line of Communication

The course's official line of communication shall be through the following:

The outmost respect and courtesy must be observed by students in communicating to their instructor/faculty-in-charge of the course and to their classmates and vice versa. Any form of disrespectful and discourteous way of communication shall not be tolerated by the School.

## Instructional Materials (IMs)

Working students may avail of the modular type of teaching. MS Teams on-line platform may be utilized by the instructor/faculty-in-charge of the course to the students – adapting the flexible learning scheme.

## Grading System:

The course's grading system shall adhere to the sum computation of 60% Class Standing, i.e., the equivalent grade of the average score of classwork, class participation, attendance and 40% Major Examinations, i.e., the equivalent grade of the midterm/final examination score given by the instructor/faculty-in-charge of the course.

<b>Class standing (60%)</b>	Classwork	<b>30%</b>
	Class Participation (Includes Recitation and Participation in the Discussion Forum)	<b>20%</b>
	Attendance	<b>10%</b>
<b>Major Examination (40%)</b>	Midterm/Finals	<b>40%</b>
<b>Total</b>		<b>100%</b>





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Subject Grade =  $\frac{\text{Midterm Grade} + \text{Final Grade}}{2}$

2

## References:

### **Printed / Book References:**

- Aldama, P.K.R. (2018). The Contemporary World. Rex Book Store.
- Barkin, J. (2015). International organization: theories and institutions. Springer.
- Brazalote, T.C., and Leonardo, R.M. (2019). The Contemporary World (Outcome-Based Module). C & E Publishing, Inc.
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- Claudio, L. E., and Abinales, P.N. (2018). The Contemporary World. C & E Publishing, Inc.
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