

ATENEO DE MANILA UNIVERSITY  
Loyola Schools  
Generic Course Syllabus for 2<sup>nd</sup> Semester, School Year 2012-2013

Department	Sociology and Anthropology	School	Social Sciences
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Course No.	SA 100
Course Title	Basic Statistics for the Social Sciences
No. of Units	3

Course Description:

The course presents the basic concepts and operations of social statistics. It focuses on single variable and two-variable analysis, and introduces the workings of multi-variable operations. Application made to issues in health, life, and the social sciences.

Course Objective/s:

*The course objectives are three:*

1. To enable students to grasp the basic concepts and operations of statistics.
2. To enable students to apply, using SPSS, appropriate statistical methods to summarize and analyze data in the health sciences, life sciences, and the social sciences.
3. To enable students to interpret and present results of statistical operations.

Course Outline:

This course emphasizes an understanding of basic statistical concepts, and their application to health, life and social science situations. Students will learn how to use SPSS for Windows, statistics software, and will also be given, or will create, their own data sets that will be used for exercises, exams, and class presentations. A statistical report constitutes the final requirement of the course. Students are expected to participate actively in class and be prepared for collaborative work with classmates.

References (optional):

Denis Anthony. Statistics for Health, Life and Social Science. An e-book prepared by Venus Publishing, 2011.

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Course No.	SA 101
Course Title	Survey of Social Theories
No. of Units	3

Course Description:

The course introduces students to sociological ways of understanding the dialectic between self and society. Focus will be on the discipline's major paradigms and their concepts, their applications in interpreting social phenomena, methodological issues, and the value of sociological perspectives in understanding Philippine society and culture—including one's location in society.

Course Objective/s:

The objectives of the course are as follows: 1) To make students grasp the essential features of the sociological imagination. 2) To appreciate the major sociological paradigms or perspectives that enrich the sociological discourse. 3) To understand how these paradigms are used in studies of social phenomena. 4) To apply a sociological perspective when looking at everyday life, particularly Filipino social life. [c/o Prof. Ricky Abad]

Course Outline:

1. Foundational Sociological Perspective
  - Understanding the problematic of sociology. The “sociological imagination”
  - Teleological views of society vs. synthetic views of contemporary reality. George Herbert Spencer and the organic analogists. Georg Simmel and the sociological commentary on modernity
  - Karl Marx and historical-dialectical materialism. Class, power and conflict
  - Emile Durkheim on solidarity and the notion of social facts. *Elementary Forms of Religious Life*.
  - Max Weber on action, ideal types and understanding
2. Sociological Perspectives in Transition
  - The twentieth century reaction to conflict: structural functionalism: Talcott Parsons and Robert Merton
  - The problematic of structure and agency
  - The turn to the individual: framing and symbolic interactionism. George Herbert Mead and Herbert Blumer
  - Epistemological considerations: the sociology of knowledge (Eviatar Zerubavel). The post-modern critique (Lewis Mumford)

### 3. Concrete Sociological Issues

- The social construction of deviance: sociological perceptions of human difference (Patricia and Peter Adler)
- The sociology of culture: a strong program of cultural sociology (Herbert Gans and Jeffrey Alexander)
- The sociology of economic life: economic activity as embedded in social relations (Mark Granovetter)
- The sociology of religion: secularization (Peter Berger) and multiple modernities (S.N. Eisenstadt).
- The sociology of social and political movements (Doug McAdam).  
Sociology in the Philippine setting (Randy David and John Carroll, SJ)

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Course No.	SA 105
Course Title	Practicum I (Guided Research)
No. of Units	3

Course Description:

SA 105 is an application course that engages the student in the process of knowledge production. This process involves the preparation of a research proposal, going on a fieldwork, taking part in validation procedures (e.g., class presentations), and writing of a research report. Research projects can utilize either quantitative or qualitative approaches, or a mixture of both.

Course Objective/s:

The course will guide students in assembling a set of concepts and methodologies of anthropology and sociology that will be useful in collecting and analyzing empirical evidence of a social phenomenon.

Course Outline:

Overview of the Research Process  
Research Proposal Development  
Presentation of Research Proposals  
Data Gathering and Analysis  
Data Analysis and Report Writing  
Research Report Submission and Presentation

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Course No.	SA 107
Course Title	Modern Sociological and Anthropological Thought (THEORIES OF SOCIETY: FROM MODERN TO POSTMODERN)
No. of Units	3

Course Description:

The watchword is “Being Modern.” Everyone wants to be “Modern”, for fear of being regarded as “backward” and “old-fashioned.” But Modernism itself is under question by a counter-movement called Postmodernism. What therefore does being Modern mean? When and how did Modernism begin? Why is it increasingly being questioned today? How credible an alternative is Postmodernism? The question should also be asked: Is the Philippines Pre-Modern, Modern or Postmodern?

Another theme of the course is tracing the development of different social theories that have appeared in the West from the Age of Enlightenment to the present. By so doing, we understand better the genesis of Modernity, its strengths and its vulnerabilities.

Course Objective/s:

At the end of the semester, the student should be able to do the following:

1. Define key features of a theoretical school, with emphasis on the following:
    - Its concept of society
    - Those aspects of society that the school examines
    - The method it uses in examining society.
  2. Articulate a school's notion of science.
  3. Compare schools in terms of their similarities and differences.
- Evaluate strengths and weaknesses of a particular school from your perspective

Course Outline:

The topics covered are the following:

1. An overview of Western history from the Renaissance to World War I. This familiarity is needed because this history is the context vis-à-vis which the various theories were conceived. However, we cannot assume that all are familiar with this history.
2. Historical roots of the social sciences. The Pioneers: Spencer, Tylor, Morgan
3. French Structuralism: Durkheim and Mauss: Society Shapes the Individual
4. British Functionalism: Everything Has a Purpose
5. Marx: All That Is Solid Melts Into the Air
6. Marxist Schools: Who Is the True Heir?
7. Weber: The Material and the Mental Both Matter
8. American Historicalism: Valuing a Culture's Singularity
9. Phenomenology: The World as Lived By the Ego
10. Symbolic Interactionism: Life Is But a Theater
11. American Functionalism: Talcott Parsons: Between the Objective and the Subjective
12. Ecological Approaches: Respecting Our Linkages with Nature
13. Levi-Strauss: Social Structure Begins in the Mind
14. Bourdieu: The Value of Symbolic Capital
15. Giddens: Re-Examining Modernity
16. General Systems: Social Process as Feedbacks
17. Post-Modernism: The Re-enchantment of the World

References (optional):

It is better that this be optional because changes are made at the start of each semester.

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Department	Sociology and Anthropology	School	Social Sciences
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Course No.	SA 126
Course Title	Social Inequality
No. of Units	3

Course Description:

Throughout human history, inequalities of political power, social privilege, and economic advantage have been almost universal features of societies, although the degrees of inequality have varied greatly. It has usually been the case that some group or groups have controlled and exploited other groups. For sociology, the issue of inequality is a central one because unequal relationships organize society and because every aspect of our lives is affected by it.

This course views inequality as a matter of patterned structures of unequal groups and not as something which is randomly distributed between individuals. The course looks at inequalities between groups with regard to wealth, social status, gender, race/ethnicity, and between nation-states.

Course Objective/s:

The long standing concern with social inequality in academic circles and in the local and global community has strengthened the affirmation that social equality is a fundamental issue in every society. The focus of this course is to enable students to have a grasp of the concepts, theories and discourses that stimulate this concern in order to better analyze and understand the issues and how social inequality affects every aspect of our lives.

## Course Outline:

### Course Schedule and Required Readings

#### Week

- 1 Social Inequality: Scope of the Course
- 2 Class and Status 1: Classical Theories  
D Harvey, "Introduction to Capital" (read only)  
K Marx, "On Class" and M Weber, "On Class and Status" (report)
- 3 Class and Status 2: Historical Configurations  
G Therborn, "What Does the Ruling Class Do when It Rules?"
- 4 Class and Status 3: Contemporary Configurations  
R Jenkins, "Capitalist Development in the NICs"
- 5 Class and Class Consciousness  
J Collins, "Nicaragua is a School...Imagine...Peasant's Victory"
- 6 Gender Divisions  
A Oakley, "Sex and Gender"
- 7 Gender and Sexuality  
D Richardson, "Sexuality and Male Dominance"
- 8 Gender and Work  
M Mackintosh, "Gender and Economics"
- 9 Race and Ethnicity I  
Rex, "Theories of Race Relations" and  
Wallman, "Ethnicity and the Boundary Process"
- 10 Race and Ethnicity II  
D Birch, et all, "Ethnicity"  
P Kramer, "Jim Crow Science...in Occupied Philippines..."
- 11 Intersections: Class, Gender and Race  
N Klein, "Patriarchy Gets Funky"
- 12 "Development" : A Historical Perspective  
I Wallerstein, "Development: Lodestar or Illusion"
- 13 Development, Inequality, and "Globalization"  
L Sklair, "Capitalism and Development in Global Perspective"
- 14 Global Inequality and Poverty: the Contemporary Picture  
D Mazumdar, "Poverty in Asia: An Overview"
- 15 Cultural Imperialism  
M Dhaouadi, "Capitalism, Global Humane Development and the Other Underdevelopment"
- 16 State, Community and Social Inequality  
B Barber, "Introduction...Jihad and McWorld...Securing Global Democracy"
- 17 Subordination, Resistance and Revolution  
D Harvey, "What is Going to be Done? And Who is Going to Do It?"

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Course No.	SA 128
Course Title	Cities and Society (Globalizing City)
No. of Units	3

Course Description/Objectives

Sociological Questions/Foci : How do social groups (e.g., gender/ethnic groups, income classes, urban poor communities) understand and construct their life and work in cities? How do these constructions differ from those of institutionally located actors like government officials, policy-makers and civil society groups? How do they relate to markets and socio-political institutions (e.g., workplaces, schools, local governments)? What factors shape the life-chances of these groups? What socio-economic and political factors shape the patterns of social relations in cities? In like manner, how do these factors shape cities growth and decline? In an increasingly globalized world, what makes a city competitive? What factors urban structures/processes in a globalizing landscape? In what ways the local interface with the global?

This course will tackle the above issues/questions. It is designed to acquaint the students with the concepts, theories, and methods used in analyzing/understanding issues and problems related to urban development and social life in cities. To achieve the above learning goals, a combination of conceptual (readings, papers) and practical (reflection and field-based) exercises will be given in this class.

Course Outline:

Course Requirements/Percentage of Your Grade: Exercises (33.3 percent); Midterm exams (33.3 percent), final paper (33.3 percent)

Tentative Schedule:

Session 1 : (Nov. 8) Course Overview and requirements

Introductory Lecture: (1) Theoretical Perspectives in Urban Development (2) Focus on sociological frameworks/perspective on urban analysis: social ecology, political economy.

For Sessions 1-10: Spates and Macionis or Hawley on Urban Sociology; Logan and Molotch; David Satterthwaite, The Urban Challenge Revisited in Environment 49, no. 9, 6-16, 2007; Gilbert and Gugler; Philippine Sociological Review special urban issue (1998)

Exercise 1: Your socio-biography and your city. Write a 1-2 page(s) about how living in your particular city has shaped your life (e.g., your studying in Ateneo, your planned career, etc.)

Exercise 2: Look at UN/Phil. Census data and chart the urbanization levels of cities (first world vs. third world cities, Philippine cities vs. Metro Manila). Consult: state of world population 2007: Unleashing the Potential of Urban Growth; The Urban Sprawl: Bahay Kubo Country No more (electronic copy sent to e-group).

Exercise 4. Make a social-environmental map of Barnagay, Loyola Heights, Q.C.

Session 2 (November 15): Theoretical Perspectives (Cont'd.)

Continue working on the theoretical frameworks used in studying cities and urban processes.

Sessions 3-5 (November 22/29)

Readings: Mental Maps; Kevin Lynch, *The Image of the City*

Exercise 2: Make a conceptual map of your city.

December 8: Exercise on Social Mapping in Loyola Heights

Due: Concept Paper for your individual project

Sessions 6-7 (Dec 6/13): Urban-Rural Interface and Migration; Social Organization in the City

Sessions 8-9 (Dec. 20/Jan10): Urban Labor Market and Basic Services; Urban Governance: Political Integration and Conflict

Sessions 10-11 (Jan 17/24): The Global City/The Informational City

Sessions 12-13 (Jan 31/Feb. 7): The Global-Local Interface

Exercise: Walk-Thru/Social-Ecological Mapping of a Sub-City or of portions of Metro Manila (e.g., Eastwood, Ortigas, Makati, Manila, Quiapo, Chinatown)

Feb. 16- Examinations for the seniors

Sessions 14-16 (Feb 14/21): Exams/Presentation of Final Papers

March 9: Deadline--submission of final papers

Key Issues/Questions

The social structure and economy of cities: Basic concepts in urban development

What makes an urban settlement a city?

Why do some cities grow faster than others do?

What factors cause urban areas to decline?

How has globalization been influencing the process of urban development?

Theories on residential and firm location; models of urban structure

What important factors influence households' choice of residential location?

What important factors influence firms' choice for business location?

What do urban economic models say about how different land-uses are configured in the built environment?

Urban growth and decline

How do urban areas grow? How can urban development be explained by the interplay between the movement of people and jobs/ firms?

What factors cause cities to degenerate?

What does the urban-life-cycle theory say about the life, death, and probable resurrection of urban areas?

Planning urban development

Why is it necessary for the public sector to intervene in urban development, especially in the provision of certain public/ collective goods and services?

Why plan? What are the different tools used to regulate land-use and direct urban development?

Given climate change, how do we integrate spatial-ecological and green economy-technologies into urban planning and development?

Urbanization trends in developing Asia

What are the general urbanization trends in developing countries?

What economic factors contribute to massive rural-to-urban migration?  
What are the most pressing problems brought about by such processes?

### City Competitiveness

How has globalization influenced urban development, especially in developing countries?

How is global competition manifested in the development and governance of urban areas?

What factors make cities competitive?

Texts/References: (Reserve Section, Rizal Library) [rizal.lib.admu.edu.ph/](http://rizal.lib.admu.edu.ph/),  
[www.csiss.org/classics/content/62](http://www.csiss.org/classics/content/62) (urban classics)

\*\*\*Pick any text on urban sociology.

Douglass, Michael. Globalization, Intercity Competition, and the Rise of Civil Society in Pacific Asia: Toward Livable Cities in the 21<sup>st</sup> Century. Paper presented in "Southeast Asia urban Futures", Center for Advanced Studies, National University of Singapore, July 21-22, 2000.

Castells, Manuel, *The Rise of the Network Society* (1997); *The Informational City* (2004).

Gilbert, Alan and Josef Gugler. *Cities, Poverty and Development*. Oxford University Press. 1992.

Gugler, Josef (ed.). *Cities in the Developing World: Issues, Theory and Policy*. Oxford University Press. 1997.

*Cities of the Future: Managing Social Transformations*. International Social Science Journal. 1996.

Hawley, Amos. *Urban Society: An Ecological Approach*. Wiley Press. 1981

Henri Lefebvre's *The Production of Space*; 1994 *The Critique of Everyday Life; Social Justice and the City* (1995).

Logan, John and Harvey Molotch. *Urban Fortunes: The Political Economy of Place*. University of California Press. 1987.

McGee, Terry, *Reconstructing the Southeast Asian City*. Paper presented in the "Southeast Asia Futures", Center for Advanced Studies, National University of Singapore, July 21-22, 2000.

Mckay, Deidre, Reading remittance landscapes: Female migration and agricultural transition in the Philippines, *Geografisk Tidsskrift, Danish Journal of Geography* 105(1):89-99, 2005

Porio, Emma. Vulnerability, Adaptation and Resilience to Floods and Climate Change Related Effects Among Marginal, Riverine Communities in Metro Manila, *Asian Journal of Social Sciences*, Jan. 2012.

Porio, Emma. Shifting Spaces of Power in Metro Manila *in City: Analysis of Urban Trends*, March 2009.

Porio, Emma. *Urban Transition, Poverty and Development in the Philippines*, paper presented in UNFPA-IIED Meetings on Urbanization, London, Sept. 9-10, 2009 (available in the net).

Porio, Emma. *Urban Governance in Southeast Asia: Trends and Prospects*. Center for Social Policy and Public Affairs. 1997.

Porio, Emma. *The Community Mortgage Program: An Innovative Social Housing Programme in the Philippines and Its Outcomes in Empowering Squatter Citizen: Local Government, Civil Society and Urban Poverty reduction*. London: Earthscan Publications, 2004.

Porio, Emma (w/ Christine Crisol). Property Rights, security of tenure and the urban poor in Metro Manila *in* Habitat International. Netherlands: Elsevier Publications. 2004.  
Indigenous Urbanism: Class, City and Society in Southeast Asia *in* Journal of Southeast Asian Studies 26(1): 30-45.

David Satterthwaite, The Urban Challenge Revisited in Environment 49, no. 9, 6-16, 2007  
Short and Kim, Globalization and the City, London: Addelman, 1999.

Gavin Shatkin, The city and the bottom line: urban megaprojects and the privatization of planning in Southeast Asia (electronic copy)

Reed, Robert R. City of Pines : the origins of Baguio as a colonial hill station and regional capital. Baguio City : A-Seven Pub., 1999.

Reed, Robert R. Colonial Manila : the context of Hispanic urbanism and process of morphogenesis. Berkeley : University of California Press, 1978.

Spates, James and J. Macionis, The Sociology of Cities. Belmont, California: Wadsworth Publishing. 1997.

Stren, Richard and J. Bell, Perspectives on the City. Centre for Urban and Community Studies, University of Toronto. 1995.

Yeu-man Yeung (ed.), Urban Development in Asia: Retrospect and Prospect. Hongkong Institute of Asia-Pacific Studies. The Chinese University of Hongkong. 1998.

General Publications (electronic copy): The Global Frontier (UNFPA), State of the World's Population 2007(UNFPA), Shatkin's study on Metro Manila's by-pass implant urbanism, Asian Urbanization (ADB); Managing Asian Cities (ADB), The Urban Sprawl, Bahay Kubo Country No more (UNFPA).

Class Projects/Exercises:

1. Comparison of urban growth and urbanization of Philippine and SEA/World cities
2. Social-Ecological Mapping of Barangay Loyola with special focus on environmental "hot spots" which can intensify effects of climate change (e.g., floods, intense monsoon rains, typhoons and their unusual patterns)\*
3. Walk-Thru/Social-Ecological Mapping\* of Sub-Cities in Metro Manila (Eastwood, Ortigas Center, Global City, Cubao) – In what ways, can we find the global in the local?
4. Community-Based Hazard Mapping and Planning

\*Walk-thru and social mapping: Focus on-- Urban Forms, Uses, Lifestyles; Conceptual and empirical indicators of social differentiation, homogeneity, and change

Community-Based Hazard Mapping and Planning: Focus on identifying risks and vulnerabilities to floods and other climate change-related risks among urban poor communities and how this can be used in their planning and rehabilitation efforts.

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Course No.	SA 129
Course Title	Gender Relations
No. of Units	3

Course Description:

Sex is a biological category while gender is a social one. Sex refers to male and female; gender to the socially constructed roles of masculine and feminine. Gender relations refers to the relations between women and men which derive from the social situation.

The focus of the course is the historically specific forms that relations between women and men take in a given society, especially the politics embedded in these relations. The discussion includes such topics as sex and gender, gender identity, gender ideology, sexuality, the erotic environment, the traffic in women, sexual offenses, an historical analysis of women's subordination, the family-household system and the economy, and gender, the state, and the church.

Course Objective/s:

The concern with gender relations in academic circles and in the local and global community has strengthened the affirmation that equality in the status of men and women is fundamental to every society. The focus of this course is to enable students to have a grasp of the concepts, theories and discourses that stimulate this concern in order to better analyze and understand gender issues and properly integrate gender interests in their future lives and work.

Course Outline:

Course Schedule and Required Readings

Week

- 1 *Gender Relations: Scope of the Course*
- 2 *Sex and Gender*  
A Oakley, "Sex and Gender" (p)
- 3 *Gender as Social Structure*  
RW Connell, "The Structure of Gender Relations"  
in Connell, *Gender and Power*
- 4 *Gender Identity and Gender Roles*  
GL Fox, "'Nice Girls' as... Value Construct"
- 5 *Sexuality as Social Construction*  
D Richardson, "Sexuality and Male Dominance" (p)
- 6 *Gender Ideology*  
Student Project: "Me, Myself and..."
- 7 *Femininity, Masculinity and the Body*  
M Fabros, et al, "From *Sanas* to *Dapat*, Negotiating Entitlement..."(p)
- 8 *Pornography and Prostitution*  
R Coward, "Sexual Violence and Sexuality" (p)
- 9 *Sexual Violence*  
M Maynard, *Violence Towards Women*" (p)
- 10 *The Sexual Division of Labor*  
*M Mackintosh, "Gender and Economics" (p)*
- 11 *The Subordination of Women: Search for Origins*  
C Deere, "Class and Historical Analysis..." (p)
- \*\*12 *Intersections/ Gender, Class, and Race*  
V Stolcke, "Naturalization of Social Inequality ..." (p)
- G Chang, "Globalization in Living Color..."
- 13 *Gender and "Development"*  
N Kabeer, "Connecting, Extending, Reversing: Development from a Gender Perspective"
- 14 *Gender, Marriage, Family, Love, Sex...*  
O Harris, "Households as Natural Units" (p)
- 15 *Gender, the State and the Church*  
K Young, "Not the Church, Not the State..."(p)
- 16 *Gender and Globalization*  
H Eisenstein, "Globalization and Women's Labor" (p)
- 17 *Gender and Equality*  
J Mitchell, "Women and Equality" (p)
- 18 *Prospects for Gender Relations*  
RW Connell, "The Present and Future"(p)

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Course No.	SA 130
Course Title	Religion, Culture and Society
No. of Units	3

Course Description:

The course offers an in-depth examination of the interface between religion and society, with a premium placed on cases within the Philippine context. Conceptions of religion from the classical social thinkers—Durkheim, Marx and Weber—are first considered. Contemporary theorizing on the basic presuppositions and ultimate import of religion as a social reality—rational choice and secularization—are also covered. The social and cultural underpinnings of other religious phenomena, e.g. folk religiosity, cults and millenarian movements, religious fundamentalism, will also be discussed, along with the problematic of church-state relations.

Course Objective/s:

By the end of the course the student is expected to have a framework for analyzing religions from a sociological-anthropological perspective, i.e. from a vantage point other than that of faith or theology. The student is also expected to develop a facility for identifying research problems in the field of religion and investigating them empirically.

Course Outline:

1. Introduction, Class Policies, Varia. Introduction to Sociology and Anthropology as a Social Science disciplines (class1); the religious context of the development of Sociology-Anthropology (class 2)
2. The societal and cultural underpinnings of religion. Typologies of churches, sects and cults.
3. Classical theories of religion: the Marxian perspectives. Materialist analyses of religion
4. Classical theories of religion: the Durkheimian perspectives. Contemporary applications of Durkheim. Focus on the functionalist perspective.
5. Classical theories of religion: the Weberian perspective.
6. Introduction to the secularization debate (class 2)
7. Secularization theory: its rise, critique, and adaptations
8. Rational choice theories of religious adherence.
9. Applications of rational choice theory. Introduction to cults, and millenarian movements.
10. The *Rizalistas and Lapiang Malaya*. Reynaldo Ileto on Philippine millenarian movements.
11. Folk religiosity. Acculturation and syncretism

12. The challenges of contemporary religious fundamentalism. Focus on Islam.
13. Church and state relations. Jose Casanova and the notion of public religions
14. Church and state issues in the Philippines. Philippine debates on the  
Reproduction Health Bill (c/o guest speaker – Fr. Eric Genilo, SJ) OR  
Sociological explanations of the innate efficacy of religion.
15. Disruptive religion: churches in social movements activism (class 1)
16. Pentecostal and Charismatic forms of worship.
17. Other topics. Course synthesis

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Course No.	SA 132
Course Title	Law, Culture and Society (Comparative Militaries in Southeast Asia)
No. of Units	3

Course Description:

The roles of the armed forces in Southeast Asia in the maintenance of national and regional security are continuously evolving. Using a socio-historical perspective, the course traces the development of Asian armed forces as the result of the intersections of cultural imperatives, socio-structural locations and the emerging international security issues within the region. Towards this end, the course analyzes some of the key issues involving the militaries in Asia, such as the emerging types of military regimes and the democratic control of the armed forces, military operations other than war, asymmetric warfare, and new forms of military agreements among Asian countries.

Course Objective/s:

1. To familiarize the students with basic social science perspectives explaining the roles of the militaries in societies today;
2. To provide an in-depth understanding of basic socio-historical forces – culture, social structure, and history defining the role of militaries in select Southeast Asian countries (i.e., Philippines, Vietnam, Taiwan, Thailand and Indonesia);
3. To survey the major international treaties, agreements and laws that help define the character of present day Armed Forces of the Philippines, and

To assist the students in developing critical thinking and analysis of the AFP in comparison with neighboring militaries within the region. This would be done through the evaluation of the militaries' involvement and participation in major socio-political issues within their respective

Course Outline:

- I. Theoretical Frameworks on the Roles of Militaries in Societies Today (1 week)
- II. The Character of Select SE Asian Militaries – This section would look into the socio-historical elements that help define the character of select SE Asian militaries (3 weeks)
- III. Major International and Security Issues Affecting the Militaries of Southeast Asia (2 weeks)

- IV. Development and Contemporary Issues Affecting the AFP
  - A. Development of AFP ( 1 week)
  - B. Contemporary Issues Affecting AFP (2 weeks)
  
- V. Major International Treaties, Agreements and Laws Affecting the Present Day AFP (2 weeks)

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Department	Sociology and Anthropology	School	Social Sciences
Course No.	SA 147		
Course Title	Crime and Delinquency		
No. of Units	3		

Course Description:

The course will examine criminal behavior and criminality from two sociological angles: (a) as a form of “rule breaking”, i.e., as a deviant behavior, and (b) as a social justice issue. It will also discuss the different theories that explain criminal behavior and criminality. Since most of these theories were written within the contexts of European and American societies and realities, the course will challenge the students to critically assess the applicability of these explanatory models to the Philippine situation and develop alternative and complementary explanations for the latter.

Course Objective/s:

- By the end of the semester, the students are expected to be able to:
1. Identify the manifest and latent causes of criminality and form their own views on how these reflect on the Philippine society as a whole;
  2. Use and critique the classic and contemporary theories of deviance and social control in explaining criminality in the Philippines;
  3. Formulate alternative explanations of the peace and order problem in the country and formulate recommendations on how to address these.

Course Outline:

- The course will comprise of 4 thematic parts:
- a) Current state of criminality in the Philippines/History of Criminology as a Field of Study
  - b) Crimes and Criminals: Descriptions, Profiles and Explanations
  - c) Theoretical Explanations of Criminality and Criminal Behavior
    - 1) Demonic Perspective
    - 2) Rational-Legal Perspective
    - 3) Biological and Psychological Perspectives
    - 4) Functionalist Perspective
    - 5) Anomic Perspective
    - 6) Social Disorganization Perspective
    - 7) Conflict Perspective
    - 8) Micro-Theories: Social Process Theories, Differential Association Theory, Labeling Theory, Social Control Theory
    - 9) Culturalist Perspective
    - 10) Gender Perspective
  - d) Institutional Responses to Criminal Behavior
    - 1) The Five Pillars of Criminal Justice System
    - 2) Deterrence, Correction and Retribution System
    - 3) The Role of Community

References (optional):

The reading materials for this course will be made available through the Reserve Section of the Rizal Library in either hard or soft copy (e-reserve) formats.

ATENEO DE MANILA UNIVERSITY  
 Loyola Schools  
 Generic Course Syllabus for 2<sup>nd</sup> Semester, School Year 2012-2013

Department	Sociology and Anthropology	School	Social Sciences
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Course No.	SA 199.1
Course Title	Sp. Topics in the Social Sciences: CULTURE AND THE SENSES
No. of Units	3

Course Description:

This course builds on the first semester course, "Introduction to Cultural Heritage." It gives the student tools for understanding and appreciating the varied aspects of cultural heritage, particularly of Filipino heritage. 1) For those whose minor is cultural heritage, this is one of the required courses. 2) For those in other disciplines, this course amplifies appreciation for cultural heritage which, in many countries today, generates both pride and economic opportunities .

Course Objective/s:

The course has the following objectives

Introduce the participants to sensory and experiential domains other than the print. For understandable reasons, much of our education focuses on the print. However, there are other domains such as touch, taste, hearing, smell and visual imagery that tend to be neglected. For appreciating heritage, however, these are all important.

- 1) Appreciate the connection between these other sensory domains and the ecosystem. Particular sensory pleasures are in danger of disappearing because of the degradation of the environment and the spread of McDonaldization.
- 2) Appreciate some of the unique achievements of the Filipino sensibility in domains other than print. Filipino culture has created original products in the domains of taste, touch, hearing and visual images. Unfortunately, these are not appreciated by many Filipinos themselves. And yet these a) can boost pride of self and b) be assets in the competitive global game.

Course Outline:

Part 1: Affirming Local Identity in a Globalizing World. Challenges facing the Filipino in appreciating and affirming his identity.

1.1. *What Is Heritage*

What is heritage? Why should it matter? Watch an East Asian film to be shown in

class. If this were set in the Philippines before the 19<sup>th</sup> century, how would you Filipinize it using aspects of our tangible and intangible heritage? The first essay centers on this challenge.

- 1.2. *Challenges in affirming Filipino identity*
- 1.3. *Interpreting the concrete: A review of the scope of sociology and anthropology, their methods, possible projects for the class*
- 1.4. *The challenge of McDonaldization*

Part 2: Alternative: Esthetics and Ecological Sensitivity. The esthetic experience as play, and as the union of reason and sensation. Learning to look at things in context and on a comparative basis. Brillat-Savarin's notion of "gastronomy". Slow Food Movement's "responsible gastronomy". Also needed: a sensitivity to the particularities of an ecosystem and an awareness that mass production can destroy different ecosystems for the sake of ever-increasing profit for a few.

- 2.1. *Relishing the concrete experience*
- 2.2. *The Inner sense and the Outer world*
- 2.3. *Understanding our body and its senses*

Part 3: Exploring the Five Senses and Appreciating Filipino Heritage. An exploration of each of the five senses: vision, hearing, taste, smell, touch. The anatomy of each. Some grammars in use for enjoying vision, hearing, taste and smell. Touch: its subtleties and its healing properties. Characteristics of some Filipino achievements in each of the senses.

- 3.1. *Vision: Deciphering visual fields. The Filipino way of seeing*
- 3.2. *Scent: Nature's Filipino bounty. Perfumes as music*
- 3.3. *Taste: Food as text. Qualities of Filipino cookery*
- 3.4. *Hearing: Exploring sounds. Features of Filipino music and dance*
- 3.5. *Touch: Textiles and tender gestures. Varieties of massage*

Part 4: Summing Up: Pride in Heritage, Care for the Ecosystem. An exploration of the Tagalog vocabulary for the different senses. Comparisons with the English. Integrating the Filipino's achievements in the five senses by looking for communalities. Linking pride in Filipino heritage with defending the ecosystem against McDonaldization.

References (optional):

The references are reviewed at the start of every semester.

ATENEIO DE MANILA UNIVERSITY  
 Loyola Schools  
 Generic Course Syllabus for 2<sup>nd</sup> Semester, School Year 2012-2013

Department	Sociology and Anthropology	School	Social Sciences
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Course No.	SA 199.12
Course Title	Sp. Topics in the Social Sciences: INTANGIBLE HERITAGE: ORALITY, MEMORY AND CREATIVITY PART 2: THE ANTHROPOLOGICAL PERSPECTIVE
No. of Units	3

Course Description:

Cultural heritage consists of both tangible and intangible heritage. While there is need to pay attention to both forms of heritage, the focus of this course is on the latter form of heritage, particularly oral literature. Ateneo de Manila is a unique venue in this regard, for it houses the largest collection of Filipino epics in the entire country. These have been collected over the space of several years under the guidance of Dr. Nicole Revel, an anthropologist from the Centre National de la Recherche Scientifique of Paris.

There is need as well to highlight the role of social memory as the mother and guardian of both tangible and intangible heritage. Ultimately it is shared memory that keeps a people together while inspiring them to work for the future.

Course Objective/s:

- The objectives of this part of the course are the following:
1. Develop appreciation for intangible heritage, especially oral literature
  2. Develop appreciation for the role of social memory in nurturing both tangible and intangible heritage
  3. Acquire skills in interpreting oral literature

Course Outline:

1. Memory as the Cradle of Tangible and Intangible Heritage
2. Anthropology, Culture and Memory
3. Orality versus Literate Habits
4. Oral Literature: Its Various Forms and the Epic
5. Historical Memory versus Lived Memory: Impact of the Polity and Division of Labor
6. Language and Cultural Memory
7. The Historic and Cultural Context of the Epics
8. Interpreting an Epic

References (optional):

References are reviewed at the start of every semester.

ATENEEO DE MANILA UNIVERSITY  
 Loyola Schools  
 Generic Course Syllabus for 2<sup>nd</sup> Semester, School Year 2012-2013

Department	Sociology & Anthropology	School	Social Sciences
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Course No.	SA 21
Course Title	Introduction to Sociology & Anthropology
No. of Units	3

Course Description:

SA 21 is an introductory course into the basic concepts and perspectives of anthropology & sociology. It will equip students with the analytical tools for understanding current social issues in Philippine society and in our increasingly globalizing world – with the hope that in the process, the students will also better understand themselves and their social worlds.

Course Objective/s:

During the semester, students will:

1. learn the basic concepts and perspectives of anthropology and sociology;
2. learn how to apply these to their own inquiries and research about social issues, and
3. have a better appreciation for asking critical questions about social and cultural life.

Course Outline:

1. An Overview of Anthropology & Sociology (Week1)
2. The Concepts of Culture & Society (Weeks 2 & 3)
3. Social Structure, Interaction & Socialization (Week 4 & 5)
4. Getting Food (Week 6)
5. Economic Systems & Political Organization (Week 7 & 8)
6. Stratification & Inequality (Week 9)
7. Race, Ethnicity & Nation (Week 10)
8. Language (Week 11)
9. Religion & Art (Week 12)
10. Sex & Gender (Week 13)
11. Deviance & Social Control (Week 14)
12. Social & Cultural Change (Week 15/16)

References (optional):

Carol Ember, Melvin Ember and Peter Peregrine. 2002. Anthropology (10<sup>th</sup> edition).  
USA: Prentice Hall, Inc. (available at the Rizal Library)

Henslin, James. 2003. Sociology: A Down-to-Earth Approach (6<sup>th</sup> edition). USA: Allyn  
& Bacon. (available at the Rizal Library)

\*References may vary depending on course teacher.