



DLSHSI
 DE LA SALLE HEALTH SCIENCES INSTITUTE
Nurturing Life



College of Humanities and Sciences

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 1345 (Dept. of Integrated Humanities and Sciences)
 1408 (Dept. of Chemistry)
 1115 (Chemistry Lab) | 1405 (Biology & Physics Lab)

COURSE SYLLABUS

DEPARTMENT : **Integrated Humanities and Sciences**
 COURSE CODE/TITLE : **GE-SOSC 130/Sociology and Anthropology**
 NUMBER OF UNIT/S : **3**
 PRE-REQUISITE : **None**
 ROOM : _____
 INSTRUCTOR/PROFESSOR : _____
 CONSULTATION TIME : _____

COURSE DESCRIPTION:

The course introduces the basic concepts and perspectives of Sociology and Anthropology. It develops an understanding of the relationship between social structure, human agency, and culture and how both individual and collective action affects social change.

LEARNING OUTCOMES:

- LO1: Higher levels of comprehension (Textual, Visual, etc.)
- LO2: Proficiency in communication: Writing, speaking, and use of new technologies
- LO3: Understanding of basic concepts across the domains of knowledge
- LO4: Critical, analytical and creative thinking
- LO5: Application of different analytical modes (quantitative and qualitative, artistic and scientific. Textual and visual, experimental, observation, etc.) in tackling problems methodologically
- LO6: Capacity to personally interpret human experience
- LO7: Appreciation of various human conditions
- LO8: Understanding and respect for human rights
- LO9: The ability to contribute personally and meaningfully to the country's development
- LO10: Ability to view the contemporary world from both Philippine and global perspective
- LO11: Working effectively in a group
- LO12: Knowledge of basic work related skills

LEARNING PLAN:

TOPICS	INTENDED LEARNING OBJECTIVES	TEACHING AND LEARNING ACTIVITIES	METHOD OF ASSESSMENT
I. Course Overview	Introduce self confidently and creatively. Discuss self expectations of the course.	Course Orientation and Leveling of Expectations Introductory Lecture and Interactive Discussion	Articulation of Expectations
II. Introduction: Studying Social Life A. The Disciplines of Sociology and Anthropology	Explain the meaning and importance as well as differentiate the disciplines of Sociology and Anthropology Outline the development of Sociology and Anthropology and identify the philosophical, economic and political factors leading to the development of the two disciplines.	Lecture-Discussion Sharing of personal insights	Outline of Development of Sociology and Anthropology Quiz Class Participation
B. Sociological Imagination	Give examples of how their own personal lives (biography) intersect with their larger social and historical context (history).	Lecture-Discussion Sharing of personal insights	Life-sketch Class Participation
C. Theoretical Perspectives in Sociology	Specify the theoretical components of each perspective and compare how they study socio-cultural realities.	Lecture-Discussion Film-Viewing (application of sociological perspectives)	Seatwork Class Participation Quiz
D. Sociological/Anthropological Research	Define the processes of social scientific research, distinguish between the requirements and limitations of the various methodologies used in the social sciences, and identify various modes of design for data collection. Frame a sociological question of some public significance and outline a process by which the question posed might be empirically answered.	Lecture-Discussion Group Workshop: Doing Sociological Research	Class Participation Jeepney Ethnography Group Output: Doing Sociological Research Quiz
II. Human Evolution: A Bio-Cultural Process	Evaluate the arguments of the theories explaining the origin of man.	Lecture-Discussion Film Viewing	Class Participation Group Presentation: Sketch of

	<p>Relate to one's belief/faith the various theories explaining the origin of man;</p> <p>Hypothesize on the future of mankind.</p>	<p>Reflection on the origin of man</p> <p>Group Activity: Sketch of the future of mankind</p>	<p>the future of mankind</p> <p>Quiz</p>
<p>III. Society and Culture</p> <p>A. Understanding Culture</p>	<p>Discuss the concepts of culture, its components, and the importance of cultural context.</p> <p>Analyze the factors that account for differences and commonalities within diverse cultures.</p> <p>Make inferences about culture as a way of life.</p>	<p>Lecture-Discussion</p> <p>Film Viewing</p> <p>Alternative Class: research on social organization and cultural beliefs and practices of assigned country</p>	<p>Class Participation</p> <p>Seatwork</p> <p>Quiz</p>
<p>B. Culture and Language</p>	<p>Illustrate how language use influences and is influenced by culture.</p> <p>Present and explain variations in the use of language.</p>	<p>Lecture-Discussion</p> <p>Activity: Lewis Model of Cross-cultural Communication</p> <p>Group Discussion: Avoiding Cross- Cultural Misunderstandings</p>	<p>Class Participation</p> <p>Reflection: Lewis Model of Cross-cultural Communication</p> <p>Group Presentation: Avoiding Cross- Cultural Misunderstandings</p> <p>Quiz</p>
<p>C. Cultural Competency</p>	<p>Define and explain cultural competency;</p> <p>Analyze and reflect on the domains of cultural competency;</p> <p>Identify the steps towards culturally competent healthcare service delivery; Associate the different values, norms, and belief systems with specific cultures nationally and globally.</p>	<p>Lecture-Discussion</p> <p>Game: Cultural proficiency test</p> <p>Review :Diversity & Cultural Competency in Health Care Settings (USA)</p> <p>Alternative class: Group Workshops in preparation for midterm country case study</p>	<p>Class Participation</p> <p>Research output on culturally competent healthcare service delivery</p> <p>Role-Play Presentation</p>
FIRST COMPREHENSIVE ASSESSMENT			

TOPICS	INTENDED LEARNING OBJECTIVES	TEACHING AND LEARNING ACTIVITIES	METHOD OF ASSESSMENT
IV. Social Inequality A. Concepts and Theories	Demonstrate an understanding of the nature, bases, and consequences of social inequality Research current trends and numbers regarding social inequality in the Philippines.	Lecture-Discussion Film-viewing	Class Participation Reflection Quiz
B. Race and Ethnicity	Infer about the importance and role of ethnic differences in modern society. Explain how race/ethnicity is socially constructed and analyze responses to ethnic differences. Give examples of patterns of inter-group relations. Assess and compare the status of minority groups in the Philippines and abroad.	Lecture-Discussion Film-viewing Group Discussion: minority groups in the Philippines and abroad Case Study: USA-Expanded Outlook on Various Ethnic Groups in the USA	Class Participation Group Multi-media Presentation Quiz
C. Gender and Sexuality	Examine how men and women differ in regard to socio-economic resources, social status, life chances, and access to power.	Lecture-Discussion Film-viewing Activity: BEM Sex Role Inventory Group Activity: Infographic	Class Participation Seatwork Reflection Group Multi-media Presentation Quiz
V. Social Organization A. Marriage and Family	Distinguish the basis of different types of family structures. Examine the changes in the Filipino family patterns and the pressures that result from these changes.	Lecture-Discussion Film-viewing Sharing of insights	Class Participation Seatwork Reflection
B. Economic and Political Institutions	Compare how different societies organize their labor and economic resources and distribute wealth and power.	Lecture-Discussion Photo Essay	Class Participation Presentation of Photo Essay Quiz

C. Health and Medicine	Demonstrate an understanding of the social and cultural influences on the experience of health and illness Compare and evaluate different health care systems.	Case Study: Health Care Systems in Selected Comparative Countries	Class Participation Group Multi-media Presentation Quiz
Presentation of Midterm Output: Country Case Study	Apply sociological and anthropological concepts learned in the presentation of the social and cultural profile of their assigned country.		
SECOND COMPREHENSIVE ASSESSMENT			

TOPICS	INTENDED LEARNING OBJECTIVES	TEACHING AND LEARNING ACTIVITIES	METHOD OF ASSESSMENT
VI. Social and Cultural Change	Expound on the factors that cause social change and the consequences of change.	Lecture-Discussion Sharing of personal insights	Class Participation Quiz
A. Population Dynamics	Identify the consequences of rapid population growth. Recommend programs that will help curb rapid population growth.	Lecture-Discussion Sharing of personal insights Group Discussion: proposal on population program	Class Participation Group Multi-media Presentation Quiz
B. Globalization	Explain the emergence of a global economy and its social and cultural effects. Evaluate the costs and benefits of globalization.	Lecture-Discussion Sharing of personal insights Group Discussion Alternative class: group workshops in preparation for presentation of final output	Class Participation Group Multi-media Presentation Quiz
Presentation and Submission of Final Output: “Si Kuya Juan at ang Kabataan”	Apply sociological perspectives in reflecting upon their experience in “Si Kuya Juan at ang Kabataan.”		
THIRD COMPREHENSIVE ASSESSMENT			

FINAL COURSE OUTPUT:

As evidence of attaining the above learning outcomes, the students are required to do and submit the following during the indicated dates.

LEARNING OUTCOME	REQUIRED OUTPUT	DUE DATE
LO1 to LO12	<p>“Si Kuya Juan at ang Kabataan”</p> <p>1. Act as a resource person on selected cultures of children around the world to the child-beneficiaries</p> <p>2. Reflection Paper on their experience using three major sociological perspectives</p>	Week before Third Comprehensive Assessment

RUBRIC FOR ASSESSMENT:

Group/ Oral Presentation Rubric

CRITERIA	Advanced 4	Proficient 3	Developing 2	Beginning 1
Content	Provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence; adapts the content in a specific way to the listener and situation.	Focuses primarily on relevant content and sticks to the topic; adapts the content in a general way to the listener and the situation.	Includes some irrelevant contents and wanders off the topic; uses words and concepts which are inappropriate for the knowledge and experiences of the listener (e.g., slang, jargon, technical language).	Says practically nothing and focuses primarily on irrelevant content; appears to ignore the listener and the situation.
Significance	Subject matter is adequately identified as culturally significant	Subject matter is identified as culturally significant.	Subject matter is somewhat identified as culturally significant.	Subject matter is not identified as culturally significant.
Introduction and Closure	Displays remarks that capture the attention of the audience and set the mood; exposes the topic of the presentation and summarizes the topic in closing remarks.	Displays clear introductory or closing remarks; does not expose the topic or summarize the closing remarks.	Clearly uses either a complete introduction or closing remarks, but does not use both.	Does not display a clear introduction or closing remark.
Organization	The message is overtly organized. The group helps the listener	The message is organized. The listeners have no difficulty	The organization of the message is mixed up and random. The listeners	The message is so disorganized that the listeners cannot

	understand the sequence and relationships of ideas by using organizational aids such as announcing the topic, previewing the organization, using transitions, and summarizing.	understanding the sequence and relationships among the ideas in the message. The ideas in the message can be outlined easily.	make some assumptions about the sequence and relationship of ideas.	understand most of the message.
Creativity	Very original presentation of material; captures the audience's attention.	Some originality apparent; good variety and blending of materials / media.	Little or no variation; material presented with little originality or interpretation.	Repetitive with little or no variety; insufficient use of materials / media.
Length of Presentation	Within two (2) minutes of allotted time.	Within four (4) minutes of allotted time.	Within six (6) minutes of allotted time.	Too long or too short; ten or more minutes above or below the allotted time.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive and detract from the content of the presentation.
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.

OTHER REQUIREMENTS AND ASSESSMENTS:

Aside from the final output, the students are assessed at other times during the term by the following:

- Individual and Group Assignments /Reflection Paper/s
- Proficiency Test/Quiz
- Group Presentations (multimedia, role-play)
- Graded Recitation/ Participation in Discussions
- Active Participation in “Si Kuya Juan at ang Kabataan”.
- One Research Day/Alternative Class per Term

LEVELS OF ASSESSMENT

FORM OF ASSESSMENT (FIRST AND SECOND)	PERCENTAGE WEIGHT	FORM OF ASSESSMENT (THIRD)	PERCENTAGE WEIGHT
Major Exam	30%	Major Exam - KJAK	30%
Class Participation/Behavior	20%	Class Participation/Behavior	15%
Assignment/Seatwork/Paper	15%	Assignment/Seatwork/Paper	15%
Quizzes	20%	Quizzes	20%
Country Case Study	15%	Final Output	20%
OVERALL POINTS	100%	OVERALL POINTS	100%

REFERENCES:

- Panopio, Isabel and Rolda, Realidad. (2006). *Society and culture: Intro to Sociology and Anthropology*. Quezon City. Katha Publishing.
- Ferrante, Joan. (2008). *Sociology a global perspective, enhanced 7th Edition*. Wadsworth. CENGAGE Learning
- Margaret L. Andersen and Howard F. Taylor. (2011). *Sociology: The essentials, Sixth Edition*. Wadsworth. Cengage Learning. USA.
- Ferrante, Joan 2011. *Seeing Sociology: An introduction*. Cengage Learning
- Rowntree, L. et al., 2012. *Diversity amid globalization –world regions, environment, development*. Pearson Education Inc.
- Guieb, N. 2011. *Cultural competency in physical therapy module*. DLSHSI.
- William A. Haviland, et al., *Cultural anthropology: The human challenge, Thirteenth Edition*. 2011, 2008. Wadsworth. Cengage Learning.
- James Peoples and Garrick Bailey. *Humanity: An introduction to cultural anthropology, Ninth Edition*. 2012, 2009. Wadsworth. Cengage Learning.

ONLINE RESOURCES:

- Cultural Diversity retrieved from www.unesco.org.
- Cultural Competency in Health: A guide for policy, partnership and participation'. *National Health and Medical Research Council, Commonwealth of Australia*. Retrieved from http://jephc.com/full_article.cfm?content_id=437.

CLASS POLICIES:

1. Students are allowed 20% of the total number of school days or 14 hours of absences inclusive of tardiness. All absences after that shall mean excessive absences, which will merit a grade of 0.00. Attendance policies found in the Student Handbook apply.
2. Should the students fail to submit a requirement the following will be considered such that:
 - a. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a requirement which is not submitted under the following conditions:
 - a.1. they are given a chance to make-up for the said requirement and
 - a.2. they are given enough time to work on the make-up requirement.
 - b. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a quiz which is given during their absence, under the following conditions:
 - b.1. the absence is unexcused;
 - b.2. they are offered a make-up quiz and still fail to show-up during the given time and
 - b.3. they are given enough time to prepare for the make-up quiz.
 - c. In case the students submitted a requirement given by the instructor/professor to make-up for their lost grade, a certain percent will be deducted on their actual grade.
 - c.1. The deduction will be determined by the subject teacher.
 - d. Home works will be due at the beginning of the class. No homework shall be accepted thereafter.
 - e. Special major examinations are scheduled a week after the administration of the major examinations. No special examination will be given thereafter EXCEPT IN SPECIAL SITUATIONS. Moreover, there are no special practical examinations that will be given to those who failed to take it on the scheduled date.
4. Students are expected to participate in small-group exercises and/or other class learning activities.
5. Cellular/Mobile phones and the likes should always be in silent mode during class hours; the use of cellular phones is prohibited in class unless a special permission is sought. Tablets and laptops may be used to take down notes and may not be used to browse online resources at the time of discussion otherwise such devices will be confiscated throughout the duration of the class except with the permission of the professor.
6. Cheating and plagiarism in any form will merit a final grade of 0.00. To avoid cheating during examinations, handkerchief, jackets and gadgets like cellphones, tablets and calculators (teacher's prerogative) should be placed inside the school bags. Furthermore, these school bags should be placed in front of the teacher's table.
 - a. Plagiarism is a form of cheating which will be strictly dealt with, in accordance to the provisions stipulated in the Student's Manual.
7. Any concerns (teaching, grades, interrelationship inside and relative to the class, etc.) should be properly addressed to the subject-teacher for appropriate action. Students may seek the help and guidance of their academic/registration adviser in resolving the issue with the subject-teacher.

All policies (attendance, tardiness, decorum, grievances, etc.) will be subject to the provisions of the latest version of the Student Handbook.

ENDORSED:



MAE ANN T. BOBADILLA, MAT
Cluster Coordinator, Liberal Arts

RECOMMENDED:



ILUMINADA A. RONIO, MsC
Department Chair

APPROVED:



MARGEL C. BONIFACIO, RCH, PhD
Dean