

Module 1: Understanding Culture, Society and Politics through the Different Lenses Of Social Sciences

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In his book Politics, Aristotle posited that man is by nature a social animal and cannot be alone. According to him, human beings inherently seek interactions, which eventually leads to the formation of a society. However, it is a fact that society has also preceded the existence of man, and that the latter's survival depends primarily on the social relationships embedded in society's structures. It is this mutual dependence that allows both man and society to continue to exist.

The nature of a society can be seen in different components: (1) actions and interactions of human beings (social), (2) practices and traditions cultivated and maintained (cultural), and (3) power relations at play among actors (political) (Contreras, et.al.). Observing and analyzing society's nature through these three components would enable us to better understand not only society, but more importantly, ourselves.

In this module, the learners will be acquainted with observing different social, cultural, and political phenomena happening around them. By introducing the **key social science disciplines - Anthropology, Sociology, and Political Science** - and their respective perspectives, the learners will be guided in approaching these phenomena as they serve as toolkits of understanding and analysis in discussing social issues concerning democracy, human rights, and social justice. Lastly, this first module will serve as a framework for the succeeding modules that will tackle Filipino culture and society and different Philippine national issues

| Most Essential Learning Competencies

- Discuss the nature, goals, and perspectives in Anthropology, Sociology, and Political science.

| Content Standards

By the end of this module, learners are expected to demonstrate an understanding of:

- Human cultural variation, social differences, social change, and political identities;
- The significance of studying culture, society, and politics
- The rationale for studying anthropology, political science, and sociology.

| Performance Standards

By the end of this module, learners are expected to:

- Acknowledge human cultural variation, social differences, social change, and political identities;
- Adopt an open and critical attitude toward different social, political, and cultural phenomena through observation and reflection;
- Appreciate the value of disciplines of Anthropology, Sociology, and Political Science as social sciences.

Lesson 1: Society and I

| Lesson Objectives

At the end of the lesson, the student is expected to be able to:

- Describe themselves according to their cultural, social, and political backgrounds;
- Analyze how their backgrounds influence their identity (values, beliefs, behavior);
- Recognize the concepts of culture, society, and politics and their respective elements; and
- Examine how the cultural, social, and political phenomena happening around them continuously influence or change them as individuals.

| Key Concepts

- Agency - the power of an individual to change society or form a new one.
- Beliefs - specific ideas that society holds to be true
- Identity - the set of perceived qualities that make an individual unique from the rest
- Norms - rules and expectations by which a society guides the behavior of its members
- Power - the ability to influence others
- Symbols - anything that carries a particular meaning recognized by people who share a culture
- Values - culturally defined standards that people use to decide what is desirable, good, and beautiful

| Self-Evaluation Form (Part I)

Answer the following questions.

1. What do you already know about your identity?

2. What do you want to know more about yourself?

| Sub-lesson 1: Shaping My Identity

- Do we create our own identities?
 - Our identities are said to be socially-constructed.
 - According to the social-constructionist view, one’s identity is formed through our interaction with others and in relation to social, cultural, and political contexts. In other words, our identities are influenced by our society (Rice, 2021).
 - Biodata, resume, and curriculum vitae tell much about our personal information. It contains our given name (sense of identity), surname (lineage), gender/sex (roles we conform to), the names of our parents and their jobs (social interaction and socioeconomic status), educational attainment (social status and mobility), religion (religious practices), ethnicity (language and culture), and political beliefs (exercise of power and inclinations).

- How does society influence individuals (identities)?
 - Social groups and norms - the social groups that an individual belongs to also affect one’s creation and maintenance of identity as social groups and their members practice specific norms (family, ethnolinguistic group, churches, schools, fraternal relationships, organizations)
 - Cultural and sociopolitical changes/phenomena - events that happened in history have been continuously shaping the society and subsequently, the individuals in it.
 - History - The Philippines’ colonial past molded and changed the Filipino culture, mixing

together Spanish, American, and indigenous cultures.

- Can you cite some historical events that influence individuals?
- National political events
 - Example 1: Filipino-American ties kept politically and culturally strong since the start of the American colonization through US Military bases in the Philippines
 - the intermarriage of Filipino and Americans
 - trade laws which swamp Filipino markets with American goods
 - Filipinos' undying love for "imported goods" and Duty-Free
 - Example 2: ABS-CBNs shutdown after the denial of franchise
 - the passing of the Anti-Terror Law
 - Martial Law and People Power
 - Can you give other national political events that influence individuals?
- Local events
 - Example 1: Lumads evacuating from their communities because of militarization and armed conflict.
 - Example 2: New policies enacted by school administrators changing students' level and practice of freedom—stricter regulations on uniforms, the creation of more student-led clubs and organizations, and the practice of academic freedom.
 - Example 3: Barangay and SK officials involving the locals in policy-making through consultations, or electoral frauds and violence during local elections
 - Can you give other examples of local events that influence individuals?

| Sub-lesson 2: Observing, Interacting With, and Changing Society

- What can you say about Filipino culture and society?
 - Understanding culture, society, and politics
 - Culture - the ways of thinking, the ways of acting, and the material objects that together form a people's way of life. Culture includes what we think, how we act, and what we own. (Macionis, 2016)
 - Elements of Culture (Macionis, 2016):

- a. symbols - anything that carries a particular meaning recognized by people who share a culture
e.g. the national flag represents our sovereign nationhood, the red cross is a recognized symbol of medical services, the Star and Crescent represents Islam.
 - b. language - system of symbols that allows people to communicate with one another
e.g.. Arabic, Bisaya, Filipino Sign Language (FSL)
 - c. values (culturally defined standards that people use to decide what is desirable, good, and beautiful and that serve as broad guidelines for social living) e.g. concept of damay, family-centered life. and beliefs (specific ideas that people hold to be true) e.g. concept of Dios or Maykapal, folk beliefs, creation myths.
 - d. norms - rules and expectations by which a society guides the behavior of its members
 - i. mores - norms that are widely observed and have great moral significance
e.g. gender roles or the concept of pagkalalake and pagkababae, reverence for the dead
 - ii. folkways - norms for routine or casual interaction
e.g. paggalang, pagmamano
- Observations. Let the students voice out their opinions about Filipino culture and society (through Anonymous) based on their own observations or make them watch “What’s It Like Living in the Philippines?”
- How can individuals influence society?
 - Exercise of Power - the individual’s ability to exercise power (the ability to make others do what you would have them do) manifests in their identity and vice versa.
 - Example 1: In bullying incidents at schools (bully, bullied, spectator)
 - Example 2: Woke culture in social media, political inclinations (Dilawan, DDS)
 - Example 3: Community organizing, mobilization, bandwagoning, siding with the oppressors, repression of other individuals (marginalized and minorities: poor, indigenous peoples, PWDs, LGBTQ, etc.)
 - How do you exercise your power as a child, a student, and a friend?
 - Agent of Change - As much as the society influences the creation of individual identities and

Individuals are members of societies who continue and sustain its existence, the individual is recognized as an agent of social change who has the power (agency) to shape the society or even form a new one.

- Example of individuals who changed their societies (for better or for worse): Albert Einstein, Mikhail Gorbachev, Nelson Mandela, Mahatma Gandhi, Jose Rizal, Mao Zedong, Ho Chi Minh, Mark Zuckerberg, Greta Thunberg, you (ourselves)
- How did these individuals change their societies?
- What are the reasons which drove them to be a catalyst of social change in their respective societies?
- What are the things that you will change in Philippine society?

| Synchronous Activities

Activity 1: #MeMeMe (Motivational Activity)

Instructions. This activity is a simple getting-to-know-each-other drill. This will help prompt the students to see how the lesson relates to their personal lives. This will also help the teacher know more about their students.

Guide Questions.

- a. I am _____ (given and last name). (*identity and lineage*)
- b. I live in _____ (address) with _____ (household members). (*culture at home and people they socialize with most of the time*)
- c. My father/mother/guardian works as a/an _____ (job). (*socioeconomic status*)
- d. I am _____ (nationality/ethnicity). I practice _____ (religion). (*cultural and religious upbringing*)
- e. If there is a hashtag to describe me, it would be # _____. (*values, beliefs, behavior*)

Activity 2: Safe Space (Reflective Assessment)

Instructions. Share your experiences as prompted by the guide question, and reflect about the lessons you learned from them.

Note to the Teacher: Form groups of three to five and have them share their output to each other. You may not share some of your answers that you feel uncomfortable to open up about.

Sample Guide Questions:

- a. What Filipino tradition/s have you and your family been observing for a long time? How does the practice of this tradition impact your life as a child and individual? (cultural)
- b. In a barkada, there are people who have different personalities. For you, how do the backgrounds of your friends affect how they behave inside your social circle? Reflect on your own behaviors as well. (social)

- c. What do you think of the Philippine government’s response to the COVID pandemic? How do the COVID-related policies of the government affect you as an individual? (political)
- d. As a Filipino, what aspect of our culture and society do you want to change? Why do you want this to change? What can you do to ensure that this change will take place? (practice of agency)

| Asynchronous Activities

Activity 1: Me Starter Pack (Creative Assessment)

Instructions. Create your own “(Your Name) Starter Pack.” Create a picture compilation of the things that best represent your identity based on your sociocultural and political background and the things you want to change in society.

Sample:

“The Grew Up in the 90s Starter Pack” in

<https://i.pinimg.com/originals/fa/90/93/fa9093ea64e3fb994622681a813ac7b5.jpg>

Activity 2: Praxis Time! (Creative Assessment)

Instructions. Create a short comic strip or set of conversation bubbles depicting a story whereby people share their knowledge on understanding and changing society.

Activity 3: Anonymous

Instructions. This activity is a short online survey among students using the Mentimeter template. (<https://www.mentimeter.com/app/templates>). The teacher can ask questions to the students and post the questions on a Mentimeter slide. The teacher will give the code to the students, and the latter will go to www.menti.com and input the code to participate in the activity. Students will be anonymous in this activity. This activity will encourage students to voice their opinions (although anonymously) on the cultural and sociopolitical phenomena happening in their society.

Example Guide Questions:

- a. If there is one word to describe Philippine politics, what is it?
- b. How much do you like Filipino culture? 10 being the highest, 1 being the lowest.
- c. What current social issues strike you the most or have been affecting you in some way?
- d. What can you say about the current lives of Filipinos in general?
- e. What do you think of the government’s and Filipinos’ response to the COVID pandemic?
- f. What changes do you want to happen?
- g. What will the Philippines be like 10 years from now?

| Self-Paced Learning (Optional Activities)

Activity 1: Mapping My Identity

If identities are socially-constructed, why don’t we try to trace the attitudes, beliefs, and values we have

to the norms, cultures, social groups/structures that helped create our identities?

Instructions. Watch the video “How Our Identities are Socially Constructed” as the basis of this activity. Get a pen and paper and start mapping your identity. You can create a **mindmap** to better illustrate your map. Link: <https://youtu.be/uluJT1n2vRY>

| Learning Material

What's It Like Living in the Philippines? [Video]. (2018). South Korea. Retrieved August 05, 2020, from https://youtu.be/KrufsXQ8_uo

Liu, E. (2014). “How to Understand Power.” Ted-Ed. [Video]. Retrieved from https://youtu.be/c_Eutci7ack

Lyon, M. (2016). “Is your identity given or created?”. TedxExeter. [Video] Retrieved from https://youtu.be/-tJKGZ_xSZ0

Lesson 2: How Social Sciences Equip Us in Understanding People and Society Better

| Lesson Objectives

At the end of the lesson, the student is expected to be able to:

- Recognize the perspectives/lessons from the three key disciplines of Social Sciences - Anthropology, Sociology, and Political Science;
- Differentiate the theories and methods employed by each discipline;
- Determine how the theories/lessons from the Social Sciences can better equip them to understand people and society; and
- Apply the lessons of the Social Sciences in their own praxis.

| Key Concepts

- Anthropology - study of the human species, its immediate ancestors, and their cultures.
- Moral Compass - signifies someone’s set of values and beliefs that guide them to what they believe as right or wrong in life.
- Political Science - study of governments and politics
- Praxis - an act of doing something or practice in relation to theory.
- Social Sciences - the study of society, culture and politics based on social and political philosophy
- Sociology - the study of human interactions, social groups and institutions, whole societies, and the human world

| Sub-lesson 1: Broadening My Perspectives

- Given that individuals also influence their society, how can they do that positively?
 - Do the best practices equipped with better understanding.
 - A better understanding of people and society would require an individual to broaden their perspective.

- How can individuals broaden their perspectives?
 - Social Sciences - the study of society, culture and politics based on social and political philosophy (Scott 2006, p.9; Retrieved from Lanuza and Raymundo), offer multitudes of disciplines with different perspectives about people and society -- three key disciplines for UCSP: Anthropology, Sociology, and Political Science.

	Anthropology	Sociology	Political Science
Substantive definition	study of the human species, its immediate ancestors, and their cultures (Conrad Kottak)	deals with the scientific study of human interactions, social groups and institutions, whole societies, and the human world as such. (Lanuza and Raymundo)	study of governments and politics, wherein the latter is defined as the activity through which people make, amend and preserve the general rules under which they live. (Andrew Heywood)
Lessons we can learn or adopt from the definition	<i>Suspending judgement through cultural relativism</i>	<i>Empathy through sociological imagination</i>	<i>Understanding the exercise and manifestations of power</i>

- Why should we learn these lessons (suspending judgement, empathy, and understanding power)?
 - Moral compass - signifies someone’s set of values and beliefs that guide them to what they believe as right or wrong in life. These beliefs dictate their actions, which directly influence others/society.
 - Our moral compass is heavily influenced by our cultural, social, and political backgrounds. Coupled with individual agency, these backgrounds do not serve as limits, but as initial grounds and definitely not the final ones in acting (praxis) as active agents of change.

- What are the different kinds of changes?
 - “The only constant thing in the world is change.”

- According to Panopio (2007), changes in culture bring in society and human beings; likewise, changes in society and human beings bring change in culture and politics. This phenomenon is called social dynamics.
- Social Change - the alteration in the structure or organization in the society, may it be in status, class, etc. (Encyclopedia Britannica)
 - Example: Rise of the ilustrados as the educated Filipino elite
 - Can you give other examples?
- Cultural Change - the modification of a society through innovation, invention, discovery or contact with other societies (Merriam Webster). It is often caused by the physical environment, population, war and conquest, random events, and technology.
 - Example: The kind of lifestyle adopted in the “new normal” brought by the Covid-19 pandemic
 - Can you give other examples?
- Political Change - the change in the governmental and political system of a state through transition of leadership, clash of ideologies, etc.
 - Example: The transition from dictatorial to a democratic government through the People Power Revolution in 1986
 - Can you give other examples?
- Can you effect change in society? How can you effect change in society?
 - Students answer this question.
 - Highlight agency and praxis.

| Sub-lesson 2: Praxis and Methods of the Social Sciences

- Praxis - an act of doing something or practice (application of knowledge) in relation to theory (knowledge), informed and committed action to the search for truth and promotion of everyone’s freedom
- How can you put the theories and perspectives of Social Sciences to praxis?

Discipline	Anthropology	Sociology	Political Science
Focus	<ul style="list-style-type: none"> ● Suspending judgement through 	<ul style="list-style-type: none"> ● Empathy through sociological 	<ul style="list-style-type: none"> ● Understanding the exercise and

	cultural relativism	imagination	manifestations of power
	<ul style="list-style-type: none"> biological and cultural aspects of human development and behavior 	<ul style="list-style-type: none"> study of society and human behavior 	
Methods	<ul style="list-style-type: none"> appreciating cultural differences becoming more aware of our place in nature and who we are understanding of diversities and similarities among human beings participating in groups understanding individuals' reactions within society over time cross-cultural understanding 	<ul style="list-style-type: none"> questioning aspects and perspectives on social conflicts coming up with solutions to societal problems through sociological inquiry studying historical events that affect society and people examining different points of view 	<ul style="list-style-type: none"> engaging with social and political problems acquiring and analyzing relevant data to develop logical solutions evaluating different perspectives from different cultures and states objectively tracing historical processes that involved the exercise of power comparing policies and outputs of governments
Common Practices	<ul style="list-style-type: none"> Employs the scientific method <ol style="list-style-type: none"> inquiry → observations → theories → testing the hypothesis → data → conclusion objective and fact-based positivistic and evidence is the basis of the conclusion about a phenomenon Investigative and critical Communicating finding for the pursuit of knowledge and common good 		

- Do you need to be a social scientist to practice these methods?
 - No. Anyone who wants to exercise his power (agency) can realize the potential of being a social scientist. We may not be experts, but some of these practices are also things we do in school or in life.

- As a student, how will you practice or use these theories and methods in your own life?
- Do you think that learning these theories and methods would benefit you? How?
 - Critical thinking
 - Responsible citizenship
 - Knowing the self more
 - Being more open-minded or sensitive to different cultures, peoples, and behaviors

| Synchronous Activities

Activity 1: QuiSSbee

Instructions. This activity may serve as a motivational activity for the class. Give a reading material before the class that the students can study. It is suggested that this material contain facts about the history of the three key disciplines of the Social Sciences. This activity will help you introduce the topic to them by going through the historical context of the topic. Material on this will be provided to the teacher.

Example questions:

- a. Who is the father of sociology?
- b. Where did the discipline of Political Science originate from?

Activity 2: The Ultimate Test

Instructions. This activity will prompt students to think about scenarios or issues that are debatable. The teacher must introduce here the concepts of cultural relativism, sociological imagination, and understanding the exercise of power. The teacher will post the questions “What will you do if...” and the students may answer the question. After all the questions are answered, the teacher will facilitate a mini open-forum among the students whereby they can speak up their minds and share their opinions.

Activity 3: Wearing the Shoes of a Social Scientist

Instructions. Before the activity starts, ask the students to prepare the following materials: three pieces of bond paper, scissors, markers, and coloring materials. Ask the students to draw the shoes of the following people: anthropologist, sociologist, and political scientist. Ask the students if they can do the functions of the aforementioned people. Highlight the commonalities and differences among the three.

| Asynchronous Activities

Activity 1: Pledge! (Reflective Assessment)

Instructions. Write a 300-500 word essay about the most remarkable theory you learned in class so far. Explain how you would want to turn this theory into praxis. At the end of the paper, write a pledge that would commit to fulfill the task.

| Self-Evaluation Forms (Part 2)

Answer the following questions.

1. How do the knowledge of the social sciences and its essential skills help you form your identity in relation to yourself, your family, peers, the community, and society?

2. How will you apply the knowledge you have learned in this lesson in improving Philippine society?

| Rubric for Discussions

	Excellent	Above Average	Developing	Needs Improvement
Content: The central theme/idea/argument of the student's output is focused and supported by evidence which indicates mastery of the content.				
Organization: The flow of the discussion of the central theme/idea/theme is coherent.				
Presentation:				

The form and presentation of the central theme/idea is clear, persuasive, polite, and easy to understand.				
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| Rubric for Creative Outputs

	Excellent	Above Average	Developing	Needs Improvement
<p>Content:</p> <p>The artwork clearly presents information, ideas, and/or theme on topic which demonstrates understanding and mastery of the content.</p>				
<p>Presentation:</p> <p>The artwork is meaningful and elicits understanding on the subject.</p>				

| Learning Material

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