

Module 2: Culture and Society

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Society and culture are intertwined with one another. Society is generally defined as a group of people sharing a common culture. Culture binds people together through various things such as the language, religion, traditions and customs they share. And with these, a society forms its own identity that will be unique and different from other societies around the world.

In this module, the learners will be introduced to the different theories and approaches of study that emerged with the aim of understanding and analyzing society and culture on a macro and micro level. Moreover, this module will tackle culture as an important component of society. Broadly defined as the “way of life”, culture will be thoroughly discussed in terms of its elements, characteristics and the diversity it embodies in a society. Furthermore, this module will showcase Filipino traditions, values and traits and how these constitute the Filipino democratic identity. Finally, this module will tap on the phenomena of socialization, showing how an individual becomes a part of his or her society as influenced by various agents and social norms.

| Most Essential Learning Competencies

- Analyze the concept, aspect and changes in/of culture and society;
- Explain the importance of cultural relativism in attaining cultural understanding;
- Analyze the significance of cultural, social, political, and economic symbols and practices; and
- Explain the context, content, processes and consequences of socialization.

| Content Standards

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

- Culture and society as anthropological and sociological concepts;
- Perspectives in/approaches to the study of culture and society;
- The human origins and the capacity for culture;
- The role of culture in human adaptation;
- Processes of cultural and sociopolitical

| Performance Standards

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

- Demonstrate a holistic understanding of culture and society;
- Values cultural heritage and express pride of place without being ethnocentric;
- Analyze key features of interrelationships of biological, cultural, and sociopolitical processes in human evolution that can still be used and developed;

- evolution;
- How individuals learn culture and become competent members of society; and
- How individuals should behave as part of a political community.
- Identify norms and values to be observed in interacting with others in society, and the consequences of ignoring these rules; and
- Assess the rules of social interaction to maintain stability of everyday life and the role of innovation in response to problems and challenges.

Lesson 1: Defining Culture & Society

| Lesson Objectives

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

- Define culture and society;
- Identify and differentiate the different components of culture;
- Describe the characteristics of culture;
- Differentiate ethnocentrism, multiculturalism, and cultural relativism;
- Explain the different levels of development of Lenski's sociocultural evolution; and
- Explain the different approaches in the study of society.

| Key Concepts

- Culture - way of life, may be manifested through materials, beliefs or practices.
- Symbols - something with meaning that is understood by people within the same culture.
- Language - system of symbols that enables communication among people.
- Norms - expected behavior and established rules in society.
- Mores - significant norms being practiced among cultures.
- Taboo - strongly forbidden practices.
- Ethnocentrism - thinking that one's own culture is superior compared to others.
- Cultural Relativism - acknowledging similarities between one's culture and others, and accepting their validity.
- Multiculturalism - acknowledging different cultures and respecting them equally.

| Study Guide

A. How Filipino Are You?

Instructions. This is a quiz bee game about Filipino culture—values, symbols, language, and norms. The quiz bee questions are somewhat entertaining, tackling funny situations and realtaks about Filipino culture.

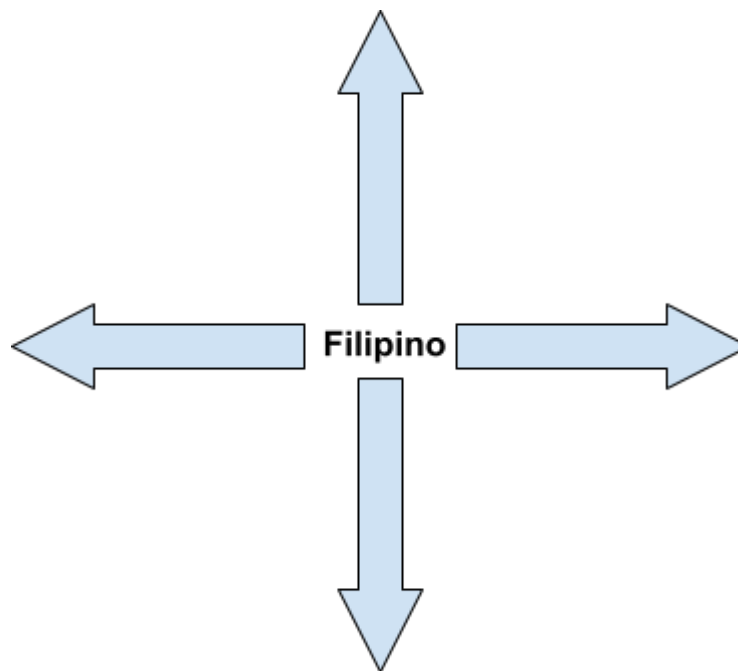
You may base your questions on this example: [Quiz: You'll Only Pass This Test If You Grew Up In A Filipino Family.](#)

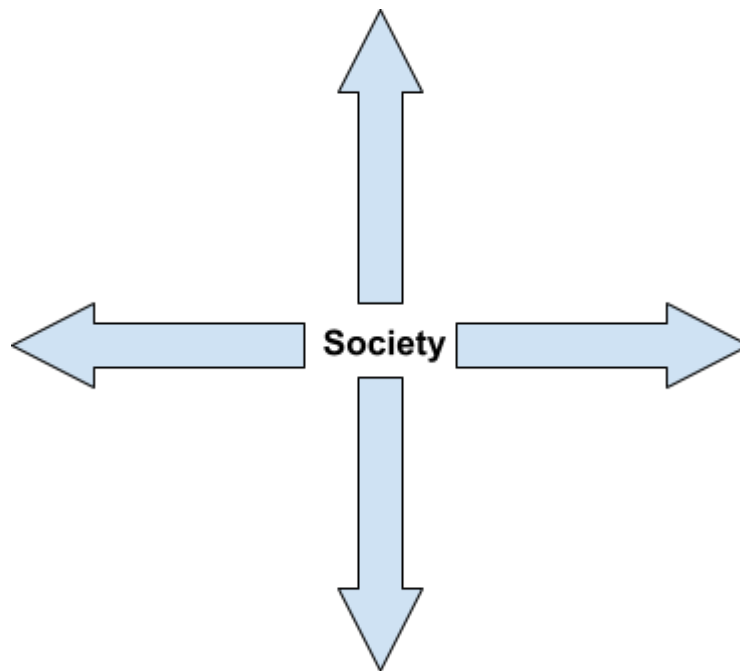
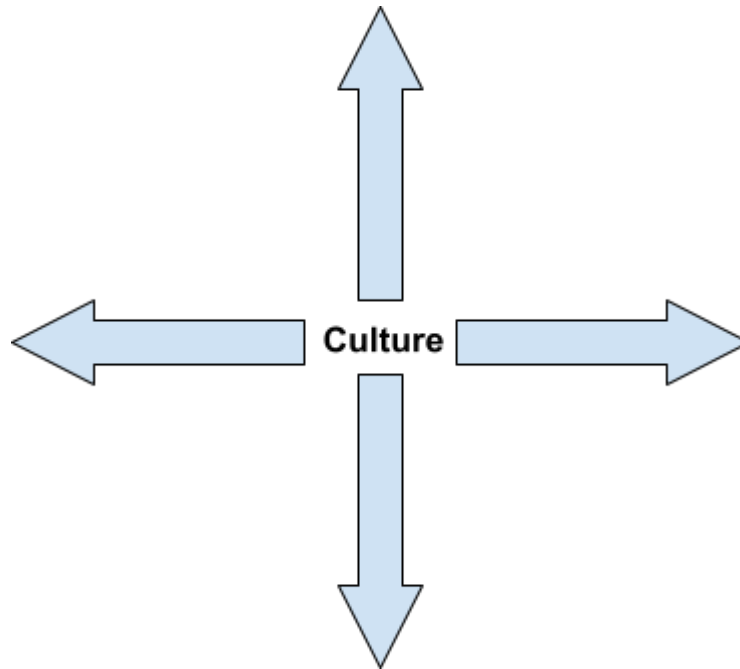
B. Exhibit (Creative Assessment)

Instructions. Create an artwork (physical or digital) that showcases or represents a culture or aspect of culture that is close to or associated with your own personal advocacies.

| Self-Evaluation Form (Part I)

Write words that you associate with the words Filipino, culture, and society.





| Sub-lesson 1: Basics of Culture

- **What is culture?**
 - **Substantive definition of culture** - “Culture is that complex whole which includes knowledge, belief, arts, morals, law, custom, and any other capabilities and habits acquired by man as a member of society” (Tylor, 1958).
 - “Culture is 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, 2017).
 - **Types of culture**
 - **Material culture** - physical things created by the members of the society (Macionis, 2017).
 - **Nonmaterial culture** - ideas and other non-physical things created by the members of the society (Macionis, 2017).

- **What are the components of culture?**
 - **Symbol** - anything that carries a particular meaning recognized by people who share a culture.
 - **Culture Shock** - inability to “read” the meaning of symbols in strange surroundings.
 - **Language** is a system of symbols that allows people to communicate with one another.
 - **Sapir-Whorf Hypothesis** - holds that people see and understand the world through the cultural lens of language.



An example of Sapir-Whorf thesis manifesting how Filipinos define rice in its different form. (Image from the Powerpoint presentation of Mr. Patrick James Serra for UCSP in La Salle Greenhills)

- **Values and Beliefs**
 - **Values** - culturally defined standards that people use to decide what is desirable, good, and beautiful and that serve as broad guidelines for social living.
 - **Beliefs** - specific thoughts or ideas that people hold to be true (as supported by the values a person holds).
 - *Could you give some examples of Filipino values and beliefs?*
- **Norms** are rules and expectations by which a society guides the behavior of its members.
 - **Mores** are norms that are widely observed and have great moral significance. (ex: Wedding as a religious sacrament that is highly regarded by Filipinos)
 - **Taboo** is a strict prohibition of behavior that is strongly held by a society. (ex: Filipinos are prohibited to take home food from the wake of a dead person)
 - **Folkways** - norms for routine or casual interaction. (ex: Pagmamano po)
 - *Could you give other examples of Filipino mores, taboos, and folkways?*

- **What are the different kinds of culture?**

- **Dominant Culture/Mainstream Culture** refers to the established language, religion, values, rituals, and social customs which are often the norm for society as a whole. (ex: Catholic Filipino speakers).
- **Subculture** refers to a smaller group of people who share their own norms, customs, values, etc. within the dominant culture of the society. (ex: Residents from different provinces/regions; Jeje and Hypebeast cultures).
- **Counterculture** refers to a subculture whose values and norms of behavior differ substantially from those of mainstream society. It is often in opposition to mainstream cultural norms. (ex: protests and rallies advocating for LGBTQ+ rights; “Woke” millennials).
- **“High” Culture** refers to cultural patterns or behaviours that distinguish a society’s elite. (ex: Watching the opera; eating at high-end restaurants; buying designer’s fashion).
- **Popular Culture** refers to cultural patterns that are widespread among society’s population. (ex: Watching local TV shows; eating at fast food restaurants and carinderias; buying from ukay-ukay).

- **How do people view their culture?**

- **Ethnocentrism** is a view that a particular group is the center of everything. It is also the practice of judging another culture by the standards of one’s own culture. (ex: Superiority of Tagalogs over other ethnolinguistic groups in the Philippines).
- **Multiculturalism** recognizes cultural diversity in a group of people and promotes equality of cultural traditions. (ex: Recognition of Muslims and IPs in national laws).
- **Cultural Relativism** holds that a person’s beliefs, values and practices should be understood based on that person’s own culture rather than be judged against the criteria of another. (ex: Respect for the Ramadan practices of Filipino Muslims).

- **How do cultures change?**

- **Invention** - process of creating new cultural elements. (ex: creation of new musical instruments or modes of transportation)
- **Innovation** - improving on something that already exists. (ex: development of smartphones into newer and better versions)
- **Discovery** - recognizing and gaining a better understanding of something already in existence. (ex: discovery of new species of plants and animals)
- Cultures and societies change through a process called **sociocultural change**.

- **What is sociocultural change?**

- **Gerhard Lenski** - argued that a society's level of technology is crucial in determining what cultural ideas and artifacts emerge or are even possible (Nolan & Lenski, 2010; retrieved from Macionis, 2017).
- Lenski also pointed to the importance of **sociocultural evolution**: the historical changes in culture brought about by new technology, which unfolds in terms of four major levels of development: hunting and gathering, horticulture and pastoralism, agriculture, and industry (Macionis, 2017).

| Sub-lesson 2: Characteristics of Filipino Culture

● What are the characteristics of culture?

- **Culture is social**: Culture is seen as the product of social interaction and behavior. It does not exist in isolation - no man can acquire culture without the association of others.
- **Culture varies from one society to another**: The culture of a society is unique to itself. It is not uniform. The culture of a group varies from time to time as well.
- **Culture is shared**: Culture is not something that an individual alone can possess, it is shared with their co-members of society.
- **Culture is learned**: Culture is often called “learned ways of behavior”.
- **Culture is transmitted among members of society**: Cultural ways are learned by persons from persons. Older generations handed down cultural behaviors; younger generations also handed up behaviors to the elders. (Language, for example, is a vehicle of culture).
- **Culture is cumulative and continuous**: Culture is the “social heritage” of man. Culture is responsive (dynamic) to the changing conditions of the physical environment.
- **Culture is gratifying and idealistic**: Culture provides proper opportunities for the satisfaction of our needs and desires. It is the sum total of the ideal patterns of behavior for a group.

● What are some aspects of Filipino culture?

- Behavior and traits are among the many things that constitute the culture of a society. Filipino Historian **Teodoro Agoncillo**, in his book “The History of the Filipino People”, outlined the common traits that are prevalent among Filipinos:
 - **Hospitality** - Filipinos are welcoming to others (even strangers) and will definitely offer people comfort when they arrive at a Filipino house.
 - **Close Family Ties** - Filipinos value their family (mother, father, grandparents, children) more than anyone and anything else.
 - **Respect for Elders** - Filipinos recognize their elderly as figures of authority. It is unthinkable for a Filipino to do an important thing without consulting his parents, or

grandparents, even.

- **Fatalistic** - Filipinos often believe that whatever happens to them is the work of Fate. This fatalism is best symbolized in the phrase “*Bahala na*”.
- **Loyalty** - do a Filipino a little favor and they remember you to the end of their days, for to the Filipino, friendship is sacred and should be mutual under all circumstances.
- **Sensitive** - Filipinos would not tolerate anyone berating their fellow countrymen. They are easily piqued when a foreigner, for instance, makes a sweeping generalization that is not flattering to Filipinos.
- **Tendency to be Indolent** - indolent means laziness. Dr. Jose Rizal explained this tendency as the result of the tropical climate, which makes even the Western indolent in these parts of Paradise. But aside from the warm climate, indolence may be partly explained by the abundance with which Nature has endowed our country.
- **Lack of Initiative** - this trait is explained by the natural fear of competition, for Filipino society is cooperative, not competitive.
- **Curious** - The Filipino (being childlike) is naturally curious but tainted with sympathy.
- **Regionalistic** - Filipinos think not in terms of national boundaries but in regional oneness (ie: Bicol Region, Tagalog Region, Visayan Region, etc)
- **Pakikisama** - may be translated loosely as the intensive signification of camaraderie or spirit of comradeship, the main elements of which are unselfishness and good faith.

● **Is the Filipino culture changing?**

- Filipino values and customs that were maintained have changed or are changing through the sociocultural and political evolution of the Filipino culture.
 - Utang-na-loob and interdependency (barangay system: the relationship of the datu and tau).
 - Hospitality to friends (sanduguan) to being colonies under Spain and US (fighting for sovereignty and issues of collaboration).
 - Muslim resistance against oppressors and colonizers (protection of motherland, identity, and religious freedom) and the difference of historical experiences between Christian and Muslim Filipinos.
 - Filipino resilience amidst social issues and political changes and amplified desire for freedom (Japanese occupation, Martial Law, social movements against corrupt and fascist administrations)
 - Diversity of Filipino culture - result of hundred years of colonization, indigenizing of cultures, cultural diffusion due to globalization, indigenous cultures functioning as forerunners of the Filipino identity.
 - Examples are jeje-mon culture, hypebeast culture, pa-woke culture, burgis culture, and masa culture.

| Synchronous Activities

Activity: Radio Drama

Instructions. The students will create a short script to be presented as a radiodrama. The script must encapsulate the concept of a characteristic of culture, assigned to the group.

| Asynchronous Activities

Activity: The Power and Dangers of Relativism (Summative Assessment)

Instructions. Write a short essay 300-500 words about the power and dangers of relativism in approaching culture. How does relativism empower or endanger people? What current social issues involve the concept of cultural relativism?

| Self-Paced Learning (Optional Activities)

Activity 1: Going Beyond

Instructions. Research on the following topics below. Compile news articles and sources from your research. What issues, associated with the different approaches toward culture, are attached to these topics?

Examples.

- Whang-Od and her pagbabatuk
- Autonomy of Bangsamoro
- Tausugs in Manila

Activity 2: Civilization VI: One More Turn

Instructions. Watch the trailer videos of Sid Meier's Civilization VI

- [Civilization VI](#)
- [Civilization VI: Rise and Fall](#)
- [Civilization VI: Gathering Storm](#)

Write a 300 -500 essay explaining how the videos show the progress of humanity throughout time by taking notes and developing on quotes from the narrator of the video.

| Learning Material

Crash Course (2017, May 23). [Cultures, Subcultures, and Countercultures: Crash Course Sociology](#)

- [#11 \[Video\]](#). YouTube.
- Crash Course. (2017, June 6). [How We Got Here: Crash Course Sociology #12. \[Video\]](#). Youtube.
- Nestor Castro (2020, July 28). [Explaining Culture. \[Video\]](#). Youtube.
- GMA News (2012, June 7). Investigative Documentaries - Jejemon and the Filipino Language [Video]https://youtu.be/N4W0dJW_3K0. YouTube.
- GMA Public Affairs (2018, February 5). [Kapuso Mo, Jessica Soho: Ang bagong grupo ng mga kabataan-- Hypebeast? \[Video\]](#). YouTube.
- [Crash Course \(2017, May 16\). Symbols, Values and Norms: Crash Course Sociology #10. \[Video\]](#). Youtube.
- Wave Lee (2020, July 26). [10 Culture Shocks I experienced in the Philippines. \[Video\]](#). Youtube. This is a vlog of a Korean explaining his culture shock when he came to the Philippines.
- Cu (2015, May 19). [Philippines \(April\) - 100 Years of Beauty - Ep 6. \[Video\] Youtube](#). This video specifically shows how Filipinos' value on beauty changed throughout time.
- Lanuza, Gerry & Raymundo, Sarah. 2016. "Unit IV: Culture and Society". Understanding Culture, Society and Politics. First Edition. Manila: Rex Book Store, pp. 184-216.

Lesson 2: Becoming a Member of Society

| Lesson Objectives

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

- Recognize the substantive definition of society;
- Define status, role, social groups, and networks;
- Define socialization as a process of becoming a member of a society;
- Differentiate enculturation, acculturation and assimilation;
- Identify agents of socialization in their own lives;
- Explain the concept of conformity & deviance; and
- Describe the different forms and mechanisms of social control.

| Key Concepts

- Society - groups of people within the same location, who have the same cultural identity.
- Status - position in society assigned to people.
- Role - expected performance or behavior based on one's status.
- Networks - social connections.

- Social Control - regulation of certain behavior by society.
- Socialization - process of shaping identity through lived experience.
- Social Groups - more than two people interacting with one another.
- Acculturation - exchange of cultures among groups, through which groups remain distinct
- Assimilation - absorbing a cultural minority into a dominant culture.
- Enculturation - gaining elements of a culture through observation.
- Conformity - complying with or following rules in society.
- Deviance - going against cultural norms.
- Strain Theory - deviant people are a product of pressures to fit in society, and attempts to fit in are met by obstacles in the environment.

| Sub-lesson 1: Approaches to the Study of Society (Sociological Frameworks)

- **What is the meaning of society?**
 - **Substantive definition of society** - Society refers to people who live in a defined territory and share a way of life or culture (Macionis, 2017).
 - **Structural-Functional Approach (Macro-level)**
 - Society as a complex system whose parts work together to promote solidarity and stability (Macionis, 2017).
 - Explores how social structures work together to help society operate (Macionis, 2017).
 - Theorists: Auguste Comte, Emile Durkheim, Herbert Spencer
 - **Key concepts:**
 - a. **Social structure** - relatively stable patterns of social behavior that are meant to meet social functions.
 - b. **Social function** - consequences of any social pattern for the operation of society.
 - i. **Manifest function** - intended or obvious consequences (ex. School - students to get passing grades in order to graduate and obtain a diploma).
 - ii. **Latent function** - unintended or unrecognized consequences (ex. School - to join clubs, organizations and other extracurricular activities, which are not really required).
 - **Social Conflict Approach (Macro-level)**
 - Society as an arena of inequality between different classes based on their relationship to the means of production (Macionis, 2017).

- Society is composed of different social groups that struggle over scarce resources (money, land, food status, opportunities), thus creating conflict and causing changes (Macionis, 2017).
- Theorists: Karl Marx, W. E. B. Dubois, Harriet Martineau
- **Types of conflict analysis:**

a. **Class conflict theory** (studies conflict among different social classes)

This may be understood through observing how certain phenomena or how conditions in the environment are conducive for people from high-income households compared to how people from low-income households have to struggle just to attain the bare minimum of their needs, and of public welfare.

Example 1. Public Space and Transportation

For example, mass transportation and urban planning design is much more beneficial to the rich, who have the luxury of space and amenities. Meanwhile, the poor live in congested areas with little to no access to basic needs and services. Moreover, the most accessible means of transport most available to the poor, which are cycling and walking, are the most neglected in terms of accessible facilities and safer spaces (Hickman, 2011, p.43). In this case, the resources of space and housing, access to efficient and safe transportation, and even time (commuting takes up a lot of hours due to traffic congestion) are not distributed equally among socio-economic classes.

Example 2. Police Brutality and Extrajudicial Killings

Following the pronouncement of President Rodrigo Duterte on the administration's "war on drugs" campaign in 2016, Amnesty International (2017) reported that the killings of alleged individuals linked to drug abuse and dealing have reached 7,000, and the brunt of these murders were on the poor. This has created an "incentive to kill", as some police officers were paid for each "targeted" person they killed. The poor further struggled since they had to pay in order to retrieve their loved ones' bodies.

The difference in treatment of the suspects who are poor and who are rich is profound. While the poor are being killed on mere suspicion, the rich are "detained", established as witnesses, or are sanctioned lightly compared to what is being experienced by the poor (Amnesty International, 2017).

- b. **Gender conflict theory** (studies conflict between genders, usually men and women)

In order to understand gender conflict, one should recognize that women and the LGBTQIA+ are affected differently by systemic problems such as poverty, human rights violations, lack of access to education, economic empowerment and political participation, and more (Plan International, 2019).

Example 1. Burden of Women’s Multiple Roles

Since women are relegated as secondary income-earners in the family, they have to balance flexible and unstable jobs with care work. With this burden, the gendered division of labor demands that they exert more effort to manage the household, care for their family and find supplementary sources of income to aid their husbands who may have lost employment due to the impact of the pandemic. The conflict here arises from the negotiation of roles and gendered division of labor between men and women. These responsibilities hinder women from fulfilling their full potential in society and in protecting their welfare, and in making decisions for themselves independent of society’s pressures.

Example 2. Violence Against Women

Aside from this, the quarantine also resulted in women being locked in their homes along with their abusers. Therefore, they become more vulnerable to domestic violence as they are prohibited from leaving their homes. Being exposed to this danger, women are further hindered from accessing opportunities in education and employment.

Likewise, the LGBTQIA+ community are still mistreated in the Philippines where stigma on identities that do not fit into the heteronormative society still proliferate. The Human Rights Watch (2017) reported that bullying of LGBTQIA+ students in schools is rampant. This has a serious impact not only on their performance in school, but in their general well-being. The discriminatory policies in schools stifle LGBTQIA+ students from expressing themselves, severely affecting their mental health and making them more vulnerable to abuse. The conflict caused by the heteronormativity imposed on individuals that do not fit the mold, which denies these individuals a safe space to express themselves.

c. **Race-conflict theory** (studies conflict between racial and ethnic groups)

In the Philippine context, this type of conflict may be observed in:

Example 1. Imposition of Western Standards

Since the Philippines has been colonized by developed nations for centuries, the standards of development or of superiority has been pegged on indicators

favoring “foreign” qualities over those that are “native” or “local”. This is what we refer to as colonial mentality (Decena, 2014).

This is seen as a conflict because it affects the perception of one’s appreciation for their identity as a Filipino and instead drives them to integrate with foreign beliefs, practices, or characteristics. Hence, colonial mentality diminishes pride in the Filipino identity.

Example 2. Marginalization and Oppression of Ethnic and Cultural Minorities

The poorest provinces in the Philippines are found in Southwestern Mindanao and in the Sulu archipelago (Herbert, 2019). Muslim communities have further become a minority in these regions because of the high number of Christian migrant settlers. The conflict can be observed in the loss of ancestral lands of Muslims and indigenous people, pushing them into the periphery in terms of livelihood and access to employment, safe spaces and autonomy, and social networks and existing way of life (Herbert, 2019).

- **Symbolic Interactionism Approach (Micro-level)**
 - Society as the product of the everyday social interactions of individuals (Macionis, 2017).
 - Studies how people, in everyday interactions, construct reality (Macionis, 2017).
 - Theorists: Max Weber, George Mead, Erving Goffman

| Sub-lesson 2: Social Structure and Social Functions

- **What are the components of society?**
 - **Status** - the social position that a person holds. (i.e.: doctor, professor, president, son, mother, etc). Generally refers to prestige (Macionis, 2017).
 - **Status Set:** all statuses a person holds at a given time. (i.e. a student of a particular school, a son/daughter to one's parents, a friend to a fellow friend, etc).
 - **Ascribed Status:** a social position that a person receives at birth or takes on involuntarily later in life. (i.e.: a prince, later crowned king; an heir to a massive wealth or fortune).
 - **Achieved Status:** a social position that a person takes on voluntarily that reflects a personal ability and effort. (i.e.: a student earning their bachelor’s degree; an employee being promoted into a higher position).
 - **Master Status:** a status has special importance for social identity, often shaping

a person's entire life. (i.e.: Jose Rizal was a doctor, novelist, polyglot, propagandist, etc. but he is most well known by many as a national hero and a martyr who died for his country).

- **Role** - the behavior expected of someone who holds a particular status. (i.e.: student studying to achieve passing or higher grades; a person being a caring son to his parents) (Macionis, 2017).
 - **Role Set:** a number of roles attached to a single status (a student's roles include fulfilling requirements for their subjects, joining extracurricular activities, following the rules and regulations of the school, among others).
 - **Role Conflict:** conflict among roles corresponding to two or more statuses.
 - **Role Strain:** tension among the roles connected to a single status.
 - **Role Exit:** disengage from social roles (ie: ex-lawyer, ex-convict, former president, former CEO, former employee, etc.).

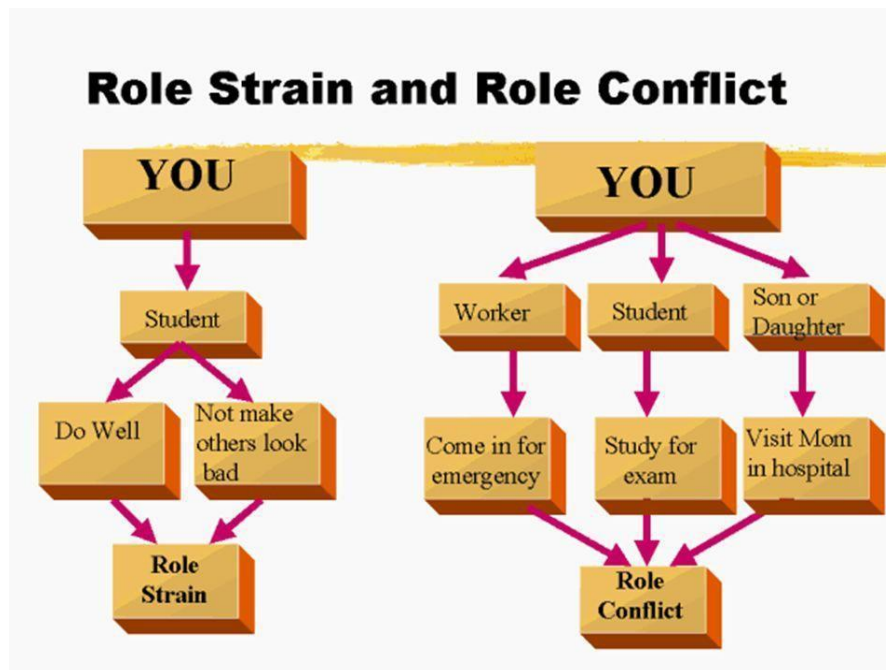


Image Retrieved from [\(PDF\) Organisational Behaviour - T1 MBA - KTU Syllabus](#)

- **Social Group** - two or more people who identify and interact with one another. Groups contain people with shared experiences, loyalties, and interests. Members of social groups think of themselves as a special “we” (Macionis, 2017).

- Not every collection of individuals forms a group. People with a status in common are not a group but a **Category**.
- **Crowd** - a loosely formed collection of people. The right circumstances can quickly turn a crowd into a group. (i.e.: the People Power Revolutions)
- **Types of Social Groups:**
 - a. **Primary Group:** small social group whose members share a personal and lasting relationship. Has primary importance (*personal orientation*) (i.e.: family, barkadas).
 - b. **Secondary Group:** large and impersonal social group whose members pursue a specific goal or activity (*goal orientation*) (i.e.: classmates, officemates)
 - c. **In-group:** a social group toward which a member feels respect and loyalty.
 - d. **Out-group:** a social group toward which a person feels a sense of competition or opposition.
- **Networks:** a web of weak social ties. It includes people we know of—or who know us—but with whom we interact rarely, if at all.
 - Though ties are weak, it can be a powerful resource.
 - **Social Capital** refers to the networks of relationships between people or groups who live and work in a particular society, enabling that society to function effectively. Social capital is measured through the value of resources (both tangible and intangible) that an individual or group has, which is impacted by their networks.

| Sub-lesson 3: Socialization

- **How do we become members of society?**
 - **Socialization** refers to the lifelong social experience by which people develop their human potential and learn culture. (Macionis 2017).
 - Our **concept of self** is a product of socialization. According to **George Herbert Mead**, one of the main proponents of **symbolic interactionism**, “The self is something which has development; it is not there, at birth, but arises in the process of social experience and activity, that is, develops in the given individual as a result of his or her relations to that process as a whole and to other individuals within that process.” (Retrieved from Lanuza & Raymundo, p.154).
 - **Processes of Socialization**
 - **Enculturation** - process by which individuals learn their group’s culture through experience, observation and instruction.
 - **Acculturation** - process of exchange of values and customs from one group to

another by individuals. The groups remain distinct even though the two groups exchange cultural features.

- **Assimilation** - process of cultural absorption of a minority group into the main cultural body, eventually leading to the disappearance of the culture of the minority group. This can be done through individuals or larger groups.

- **What are the agents of socialization?**

- **Family** - considered as the first and most influential agent of socialization. Through family, children learn the type of environment that adults create. Family gives/designates their children the social position (race, religion, ethnicity, social class, etc) as part of their self concept.
- **School** - provides formal education, both in knowledge and skills. School enlarges children's social world, as it includes other people from different backgrounds. The school is where children first experience bureaucracy (i.e.: strict time schedule, proper wearing of uniforms, proper haircut and hairdo, etc.).
- **Peer/Friend** - is a social group whose members have interests, social positions, and ages in common. A peer/friend allows children to escape the direct supervision of adults (i.e.: parents, guardians, teachers, etc). A peer/friend then offers opportunities to discuss interests that adults may not share or permit. Peers may guide short-term choices of a person but, in most cases, parents still shape the children's long term goals (i.e.: college plans).
 - **Anticipatory Socialization** - the process of learning that helps a person achieve a desired position. (i.e.: copying the styles and slang of a group to get accepted into the group or win the approval of the group).
- **Mass Media** - a means to deliver impersonal communication to a vast audience. Mass media has an enormous effect on individual's attitudes and behavior. It introduces people to ideas and images that reflect the larger society and the entire world.
- **Others** (officemates/colleagues, clubs, organizations, religious groups, advocacy groups, etc).

- **How do we socialize as members of society?**

- **Conformity** refers to obedience of norms, which makes a person acceptable to a particular society, group, or setting. It is the acceptance of cultural goals and the legitimate/approved ways and means of achieving them.
- **Deviance** refers to the recognized violation of cultural norms (i.e.: crime - violation of a society's formally enacted criminal law).
 - It is socially-constructed, as "what is a deviant choice or action?" is determined by the members of the society.
- **Social Control** - attempts by society to regulate people's thoughts and behaviors. Deviance is checked through social control to ensure that norms and conventions are

safeguarded and preserved.

- **Types of Social Control** (accdg. To Karl Mannheim retrieved from Diala-Jimenez, 2017)
 - a. Direct - regulates and controls the behavior of the individual directly, which includes the family, neighbourhood, play-groups, and other types of primary social group.
 - b. Indirect- regulates and controls the behavior of the individual indirectly by secondary groups through customs, traditions, rationalized behavior, and public opinion.

- **Mechanisms of Social Control**
 - a. **Labelling theory** - states how members of society label others, whether they are deviant or not (Newman, 2012). After a group of people has labelled an individual as a deviant, members of a community or society often treat the individual negatively and with feelings of hate, mistrust, or fear. (Cohen, 1996 in Newman, 2012).
 - b. **Gossip** - often practiced in small-scale communities where people know each other personally. By gossiping or talking behind someone's back and spreading rumors about them, society reinforces what norms should be followed and punishes the deviants by shaming them.
 - c. **Laws** - formal codes of conduct that are met with negative sanctions (i.e. punishments) when violated (Haviland, Prins, Walrath, and McBride, 2008). Only those who exercise authority are recognized by the members of society to practice coercion in the exercise of sanctions (Ibid.). Laws do not always constitute what is right/moral. In other words, legality does not equate to morality.

- **Why do members of society become deviant?**

- **Strain Theory**

- Advanced by sociologist **Robert Merton**.
- States that deviant behavior occurs when people experience strain or tension when culture imposes goals that individuals should achieve, but the social environment makes it hard or challenging for individuals to meet such goals through a legitimate manner.
- **Richard Cloward & Lloyd Ohlin** expanded the study by pointing out that the criminal type of deviance can result not only from the lack of culturally approved means to achieve success but also from the availability of unconventional means to

do so.

- Members of society react to strains in 5 different ways:
 - a. **Conformity** - individuals still accept cultural goals and try to achieve them through culturally approved methods.
 - b. **Innovation** - individuals still accept cultural goals but go about in achieving it in a culturally disapproved way.
 - c. **Ritualism** - individuals still live in society and follow its culturally approved ways, but they no longer try to achieve goals.
 - d. **Retreat** - Individuals no longer desire to achieve cultural goals and have abandoned the culturally approved ways of achieving those goals.
 - e. **Rebellion** - individuals challenge the existing culturally accepted goals by coming up with new ones and also challenge the prescribed means in achieving cultural goals.

Robert K. Merton's Deviance Typology

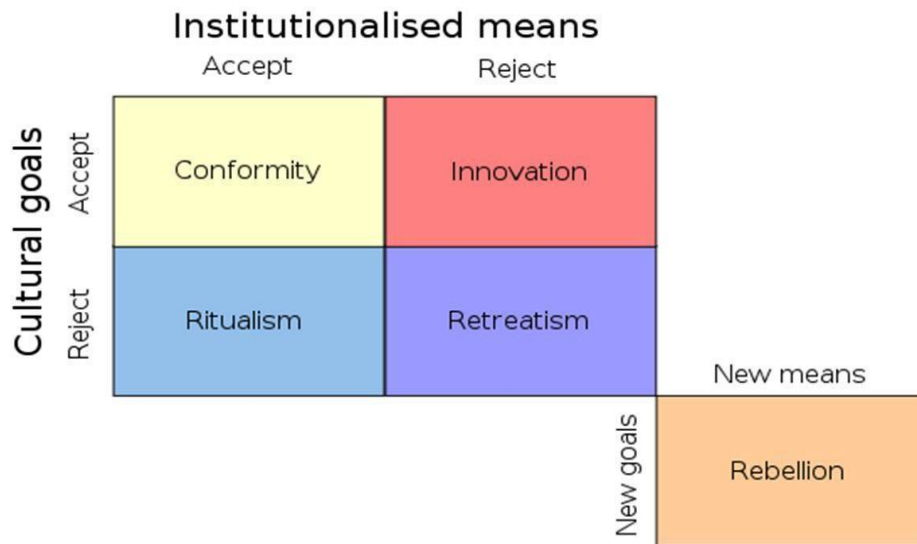


Image retrieved from : [Merton's Strain Theory of Deviance – ReviseSociology](#)

| Synchronous Activities

Activity: Simon Says

Instructions. This simple class activity will prompt the students' understanding of conformity and deviance. The teacher or student-facilitator will announce instructions to the class which students may

follow, not follow, or make modifications to. Rewards will be given to those who conform and penalties for those who do not. The teacher must ask the students' evaluation of the activity and what they think about conformity and deviance.

Activity Guide:

- The class may be assigned to group 1 or group 2.
- Students from both groups will be mixed in the class, so that only the student is aware of which group they belong to.
- The teacher will give instructions to the class to have a story relay. One student gives a word, and the next student continues the sentence.
- Students from group 1 are assigned to attempt to keep the story as coherent as possible, but group 2 is assigned to add confusion to the story.
- At the end of the activity, students will disclose which groups they belong to.

| Asynchronous Activities

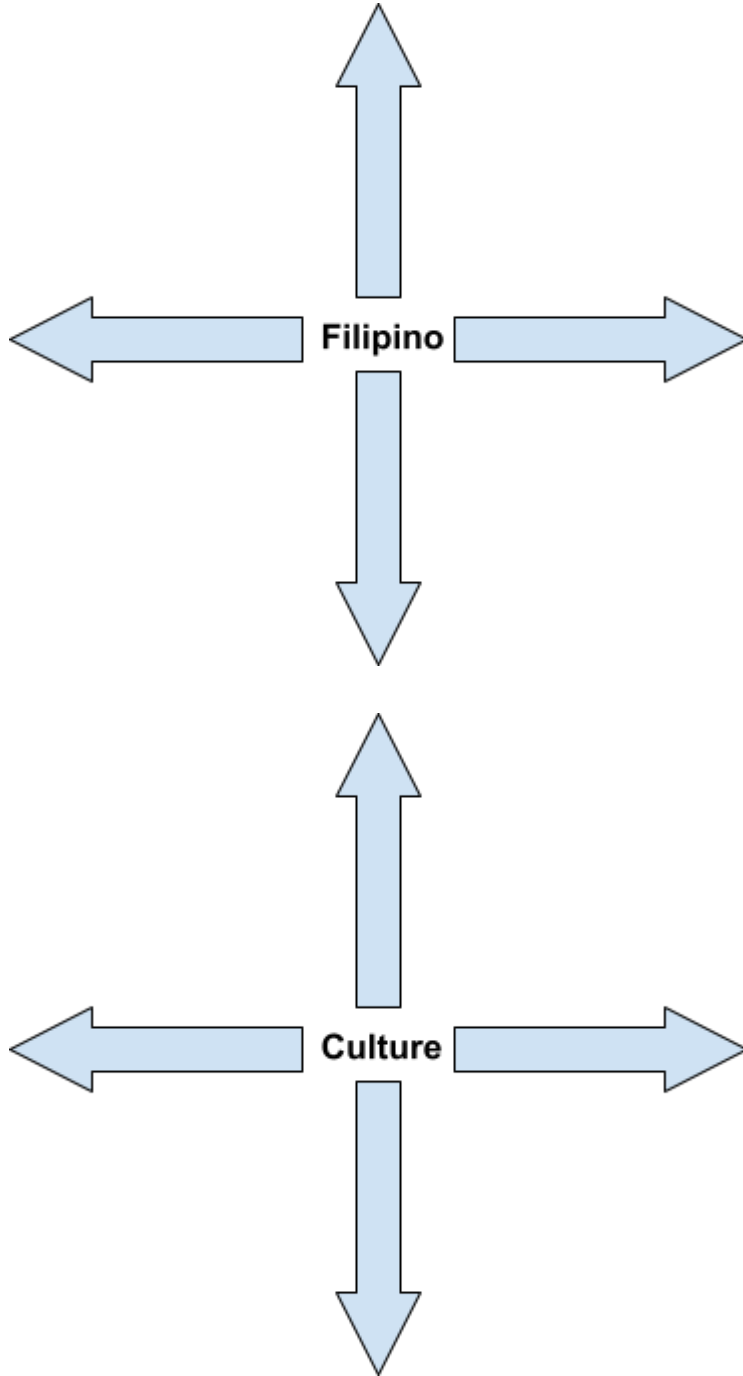
Activity: Barkada

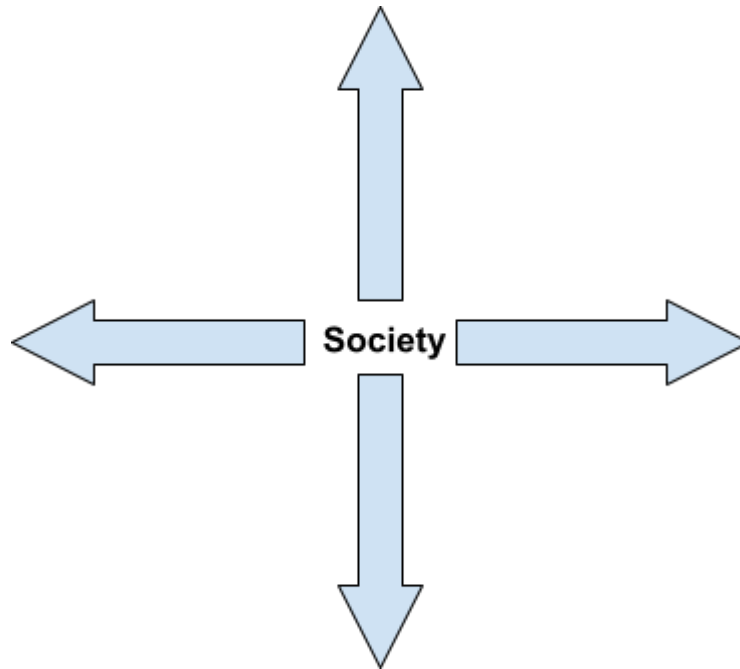
Instructions. This activity will help stimulate the students' imaginations and perceptions of the ideal and real "barkada." The teacher will provide a set of adjectives from which the students should select only one word to describe their barkada, or group of friends. The students will then write an essay of 300-400 words to talk about their barkada with reference to the word they chose.

| Self-Evaluation Forms (Part 2)

Answer the following questions.

1. After studying the lesson, update the conceptual map for the words Filipino, culture, and society below.





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
<p>Content: The central theme/idea/argument of the student's output is focused and supported by evidence which indicates mastery of the content.</p>				

<p>Organization:</p> <p>The flow of the discussion of the central theme/idea/theme is coherent.</p>				
<p>Presentation:</p> <p>The form and presentation of the central theme/idea is clear, persuasive, polite, and easy to understand.</p>				

Rubric for Written Outputs

	Excellent	Above Average	Developing	Needs Improvement
<p>Content:</p> <p>The central theme/idea of the paper is focused and supported by evidence which indicates mastery of the content.</p>				
<p>Organization:</p> <p>The flow of the discussion of the central theme/idea is coherent.</p>				
<p>Presentation:</p> <p>The form and presentation of the central theme/idea is clear and easy to understand..</p>				

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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