

UCSP REVIEWER

UNIT 1: Cultural Variations and Social Differences in: Gender, Socioeconomic Class, Ethnicity and religion, Exceptionality/Non – Exceptionality, and nationality

SOCIETY

- a collection of people in a specific territory who share the same norms, values, and culture. These people work together, with the guidance of social norms, to maintain and sustain harmony in society.
- we must be able to dissect its aspects—culture, norms, social institutions, social groups, traditions and customs to further determine and describe the dynamics among them
- ❖ **Members** – most fundamental element of its society

LESSON 1: GENDER

GENDER VS. SEX

Gender – is culturally defined: roles and responsibility, attributes, entitlements

Sex – is biological: chromosomes, reproductive organs and genitalia, hormones

Gender

- encompasses all the social, cultural, psychological characteristics that a “culture” assigns to male and female
- Gender has its own **GENDER ROLE**, which is defined as culturally-assigned tasks and activities to sexes.
- Types: **masculine and feminine**

GENDER ROLE

- For example, in many societies, one gender role of MALES is to handle physically demanding activities, such as construction work, while FEMALES are tasked to handle domestic activities, like child-rearing and house chores.

- **Culture** - is largely involved in defining gender in societies.
- **Culture (in the concept of gender)** - gender is a product of how societies and their culture adapted to the conditions of their natural and social environment

“Gender is still subject to change especially when social change in the society is in progress”

LESSON 2: SOCIOECONOMIC CLASS

- **Socioeconomic class** - refers to a category that groups people with the similar economic, social, cultural, and political status
- on the other hand, not only considers income but also other factors such as occupation and education
- **Economic status** - the basis for ranking people only include income in the family.

WHITE-COLLAR JOBS VS. BLUE-COLLAR JOBS

- **White-collar jobs** – like doctors and lawyers are viewed to be prestigious
- **Blue-collar jobs** – like construction workers and janitors are socially stigmatized

In terms of education, attainment of undergraduate degrees or more (e.g. master’s and doctoral degree) is met with admiration in the society; deficiency or absence of formal education, in contrast, invites disapproval from societal members.

SOCIAL CLASSES IN THE PHILIPPINES (SPANISH ERA)

1. **Peninsulares/Insulares** - were people of pure Spanish descent, born in Spain, who lived in the Spanish colonies during the colonial era, holding the highest social status and top government/church positions
2. **Ilustrados** - educated, middle-class Filipinos in the late 19th century who studied in Europe, advocating for reforms in the Philippines through writings and political organizations
3. **Chinese/Mestizos** - colonial era in the Philippines when Chinese men intermarried with native women, playing a crucial role in developing a Filipino middle class, economy, and national identity

4. **Indios** - the lowest social class of native, indigenous Filipinos

CONTEMPORARY FILIPINO SOCIETY

1. **Upper (10%)** – wealthy industrialists with big corporation, and owners of large plantation or haciendas
2. **Middle (20%)** – professionals, skilled and semi-skilled workers in offices, factories, or farms
3. **Lower (70%)** – laborers and unskilled workers

KARL MARX (CLASS SYSTEM)

- delineates the bourgeois and the proletariat; we can obviously see the difference between the classes' economic and social status

 1. **Bourgeois** - the class that owns the “**means of production**”, which are needed in order to initiate production
 2. **Proletariats** - are anyone who is not an owner of the means of production and must work in order to survive

TYPES OF CAPITAL

- **Economic Capital** – refer to financial resources that an individual possesses
e.g.: money, assets and properties savings
- **Social Capital** – collection or a network of an individual's social relations with people that may be of help in the future
e.g.: relationship with peers, friends, family, and teacher
- **Cultural Capital** – combination of knowledge, behavior, and skills that an individual has acquired to demonstrate once cultural competence and it turns, determines one's social status in society
e.g.: material: sources of knowledge like books and computers
non-material: academic degrees, job titles, religious titles, and other social roles

SOCIAL IMPLICATION OF SOCIOECONOMIC DIFFERENCES

- **Power relations** - is also impacted by the existence of socioeconomic classes

LESSON 3: ETHNICITY AND RELIGION

- **Ethnic Group** – refers to a specific group of people having certain similar characteristics and a distinct cultural identity, which distinguish them from other groups in the community or society; category or collection of people
- **Ethnicity** - shared culture of these groups, which includes cultural heritage, language or dialect, religion, traditions and rituals, norms, values, beliefs, and other practices.
- **Race** – is a socially constructed category attributed to people who share the same biological traits or attributes
- **Racial Attributes** – Black, white and Asian

RACE VS. ETHNICITIES

RACE

- tends to be more unitary or singular

ETHNICITIES

- tends to be diverse

RELIGION

- is a set of beliefs and ritual practices related to symbols, which are considered as sacred
- Christianity, Islam, Judaism, Hinduism, Buddhism, Confucianism, Taoism, and Shintoism
- **Animism** – it is the belief that spiritual forces reside in natural elements of the physical world (e.g. trees, oceans, wind).

SOCIAL IMPLICATION DIVERSE ETHNICITIES

- Strengthens differences among ethnic and cultural groups. In some cases, these differences may lead to conflict and issues. Each ethnic group may develop **prejudice** and **stereotypes** about other ethnic groups
- **Prejudices** – are faulty generalizations about an entire group of people that is based on little or no evidence.
- **Stereotypes** – are oversimplified assumptions that describe a whole ethnic group.

- Differences among ethnic groups can result in **minority groups** being treated as inferior by the dominant group, leading to varying levels of discrimination in society.
- **Anti-Ethnic or Racial Profiling and Discrimination Act of 2011**
 - is approved by the Senate which prohibits discrimination against race, ethnicities and religious affiliations

LESSON 4: EXEMPTIONALITY AND NON-EXCEPTIONALITY

- Disabilities are considered one part of exceptionality/non-exceptionality
- **Blindness** – is only one of many possible disabilities that can be acquired by humans.
- **Disability** – is a term that refers to a condition wherein the loss of physical functioning or impairments in intellectual, social, and mental processes hinder normal growth and development of an individual
- **Exceptionality** – it describes how an individual’s specific abilities and functioning—physical, intellectual, or behavioral— are different from the established normal or typical qualities.
- **Non – exceptionality** – is only used to differentiate between the exceptional ones and those that are considered normal or non-exceptional

LABELS AND STATUS OF THE EXCEPTIONAL

- Exceptionality and non-exceptionality are shaped by culture and society, which set the standards for deciding who is considered exceptional or not.
- Labels influence a person’s social status, as some exceptionalities are valued and bring acceptance, while others are stigmatized and lead to lower status in society.
- When labels are linked to stigma and stereotypes, they can lead to discrimination. Society should ensure that exceptional individuals, such as those with autism, receive appropriate support and accommodations to help their development.
- **Labels** – are used in order for societal members to have a grasp of the different types of exceptionalities.

LESSON 5: NATIONALITY

- **Nation** – large group of people with autonomous status and has its own government. They usually own a specific territory called states or nation-states.
- **Nationality** – defined as a person’s belonging to a specific nation or nationstate. It places high value to one’s membership and allegiance to a particular country for the determination of one’s nationality

ACQUISITION OF ONE’S NATIONALITY

- Nationality is determined by each state through its own laws, and it can be acquired in different ways. States generally follow either **jus sanguinis** or **jus soli** to define nationality.
- **Jus Sanguinis** – “**right of blood**” – nationality and citizenship is determined by the parent’s nationality.
- **Jus Soli** – “**right of soil**” – one’s nationality is determined by the territory or land in which the child is born.

NATURALIZATION

- Another way of obtaining nationality is through naturalization, which is a legal process of acquiring citizenship and nationality from a different state.

POLITICAL JURISDICTION OF NATIONSTATES OVER NATIONALS

- Nationality creates a legal bond between an individual and the state, giving both rights and responsibilities. Nationals must follow their state’s laws wherever they are, while the state is obligated to protect them even beyond its borders.

POLITICAL SYLUM

- Labeling overseas Filipinos as nationals helps the Philippine government identify and protect them through embassies and consulates. States may also protect non-nationals through political asylum, which is granted to individuals persecuted in their home countries.

UNIT 2: THE STUDY OF CULTURE, SOCIETY, AND POLITICS

LESSON 1: SOCIAL, POLITICAL, AND CULTURAL BEHAVIOR AND PHENOMENA

- All countries are made up of a structured society, a political system, and a rich set of tangible and intangible cultures.
- Sociologists view culture and society as interrelated factors in the development of a national identity.
- Every nation in the world has a unique history and has promptly developed an organized cultural system, no two cultures are alike.
- A society's culture is not stagnant. While new cultures may arise, common cultural practices are continuously passed on through effective social interactions.

SOCIALIZATION

- Process of immersing oneself in a particular society and culture, even at birth
- Individuals adapt all aspects of society and exchange local practices to one another.
- Socialization enables a nation to pass on its social, cultural, and political identity across generations through interactions where culture is exchanged.

LESSON 2: SOCIAL, POLITICAL, AND CULTURAL CHANGE

- **Change – occurs whenever developments and new discoveries take place**
- **Inventions occur –** when things or concepts are put together and result into something that becomes useful.
- **Culture loss –** refers to the obliteration of old culture, specifically when new technologies and knowledge about certain cultural processes are formed
- **Habits –** are prevailing dispositions that emphasize a person's character or behavior.
- **Traits –** contribute to behavioral consistency over time and behavioral stability across situations.

CULTURAL PROCESS

- **Diffusion –** this is the movements of one idea, belief, or value system from one culture to another.
- **Acculturation –** this is the large-scale diffusion of traits and culture that occurs over a long period of time
- **Transculturation –** occurs when an individual relocates and adapts the cultural practice of new environment

ETHNOCENTRISM

- It is the belief that one culture is superior or more dominant than others

SOCIAL AND POLITICAL CHANGE

- Refers to the alteration of mechanisms in a social structure.
- This process is characterized by changes in social organizations, cultural symbols, patterns of behavior, and value systems

STRUCTURE-FUNCTIONALIST MODEL

- importance of various social structures in developing and driving change at both the individual and societal levels

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- **Anthropology –** aims to scientifically examine the behavior, origin, social, physical, and cultural development of humans; seek to determine and predict human origin and behavior by studying archeological excavation or artefacts and by observing various living cultures worldwide.
 - **Sociology –** is the systematic study of social interaction and society
 - **Political Science –** systematic and empirical study of governance that examines societal, cultural, and behavioral factors in the operation of government and politics.

LESSON 3: ETHNOCERTISM AND CULTURAL RELATIVISM

- When studying different cultures or societies, it is important to keep an open mind and to become aware of one's biases that might result to an invalid interpretation of other cultures.
- Learning about different attitudes and dispositions towards different cultures could help in fostering awareness regarding one's biases about other cultures.

ETHNOCERTISM

- Ethnocentrism is a tendency to believe that one's culture is superior or above other cultures.
- "center of everything"

ETHNOCERTISM BELIEF

- Ethnocentric beliefs are sometimes natural because people rely on prior knowledge to understand new experiences, but cultural learners must be aware of these biases to avoid making unfair judgments and assumptions about other cultures.

CULTURAL RELATIVISM

- which would help reduce biases in cultural studies, emerged.
- **Franz Boas**, a German-American anthropologist, was among the scholars who first introduced this concept of cultural relativism.
- Cultural relativism suggests that **every culture is equal**.
- Cultural relativism emphasizes respecting differences by understanding behaviors within their cultural context.
- Using an **insider or emic perspective** allows for a deeper and more accurate understanding of a culture by seeing it through the views of its own members.

LESSON 4: FORS OF TANGIBLE AND INTANGIBLE HERITAGE

- **Heritage** – refers to anything that is being passed down from one generation to another.
- **Cultural heritage** – is the legacy of physical artifacts and intangible attributes of a group or society that are inherited from

past generations, maintained in the present and bestowed for the benefit of future generations

Cultural heritage can be broken down into two categories: TANGIBLE AND INTANGIBLE HERITAGE.

TANGIBLE HERITAGE

- The material culture of a group is mostly what constitutes the tangible heritage of a specific culture.
- Tangible heritage, as the word suggests, are material forms of cultural heritage.
- This includes **artifacts, historic places, monuments, buildings, or any object that is important for the culture**.
- **Special Form** – of heritage which could also be considered as part of tangible heritage is natural heritage. These sites are not merely places, but are also considered as part of a group's culture.

INTANGIBLE HERITAGE

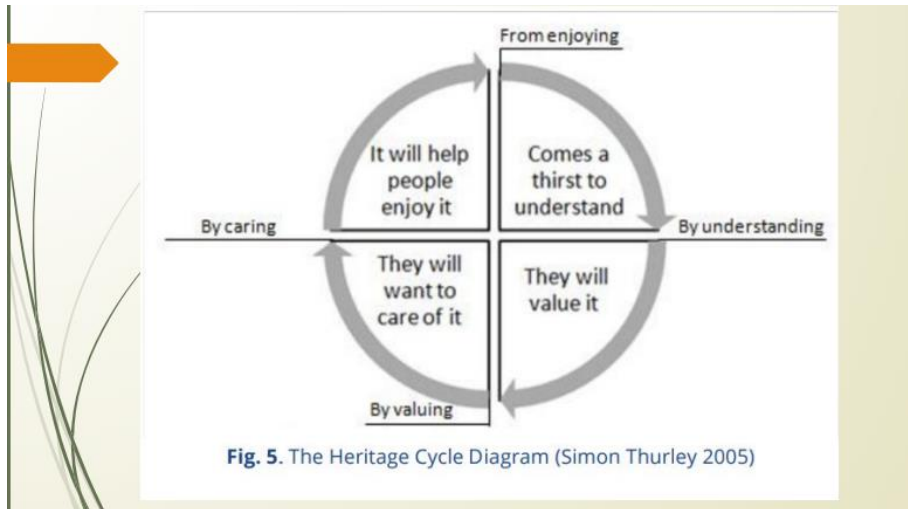
- Intangible cultural heritage refers to the non-material aspects of culture such as oral traditions, performing arts, rituals, knowledge of nature, and traditional skills. According to UNESCO, it is living and enduring, inclusive and shareable, representative, and recognized by communities as their cultural heritage.

PRESERVING OUR CULTURAL HERITAGE

- Cultural heritage helps us understand past ways of life and the roots of present cultures, while promoting cultural diversity and mutual respect. *Preserving heritage is important for all, but it faces threats because public access and tourism can damage both tangible and intangible cultural heritage*

THE HERITAGE CYCLE

- .The Heritage Cycle, developed by **Simon Thurley** might aid in the preservation of one's cultural heritage. By following the cycle, one can pass the heritage of past generations to future generations to come. The cycle starts from enjoying a cultural heritage, leading to understanding it, eventually valuing it, and caring for it.



LESSON 5: HUMAN BIOCULTURAL SOCIAL EVOLUTION

- **Human Evolution** – The development of the human person did not occur overnight. It took thousands of years for the human species to develop
- **Evolution** – is the process of developing physical and biological change in a species over a period of time.
- **Homo** – are considered byproducts of events and processes that occurred in the past

THE THEORY OF EVOLUTION

- the most well-known theory on human biological development by **Charles Darwin**
- proposed that the current human race spurred from a line of primates that evolved through “**survival of the fittest**”, wherein primitive species competed among each other for survival.

TRANSITION FROM EARLY TO MODERN HUMANS

- **Transition Stage: Homo habilis**
Period of Existence: 2.5 – 1.4 million years ago

Distinct Features:

- Developed bipedalism or the ability to walk upright.
- Brain size was estimated to be 35% larger than the *Australopithecus africanus*.
- Had smaller teeth compared to australopithecines.
- Diet included a variety of plants and meat.
- The **Homo habilis** was one of the earliest species of the genus *Homo*
- It was given the nickname “**handy man**” upon its discovery in 1960 because it was believed to be one of the first users of stone tools.

➤ **Transition Stage: Homo erectus**

Period of Existence: 1.9 million years ago

Distinct Features:

- Further enhanced bipedal activities.
- Characterized by strong muscles at the back of the neck, shallow forehead, and elongated brain case.
- Diet included an increased consumption of meat.
- The *Homo erectus* was believed to have lived in Africa and parts of Europe or Asia
- While the *Homo habilis* was already able to stand on two feet, gaining the nickname “**the upright man.**”

➤ **Transition Stage: Homo Sapiens**

Period of Existence: 400,000 years ago to present

Distinct Features:

- Average brain capacity of 82 cubic inches.
- Characterized by high forehead, small teeth and jaw, and defined chin.
- Constructed and used tools for survival.
- Developed a symbolic communication system
- The *Homo sapiens* is the species where all present human beings belong
- The name was derived from Carolus Linnaeus’ taxonomic studies, which concluded that the species’ physical traits were more similar to modern humans than to apes.
- given the nickname “the wise man” by anthropologists.

LESSON 6: CULTURAL EVOLUTION OF MAN

CULTURAL EVOLUTION

- is learned behavior passed on from one generation to another. In understanding cultural evolution, we could associate tools and artifacts that the early humans used.
- **LOWER PALEOLITHIC (3 MILLION YEARS AGO)**
 - Included the **Oldowan hominins** who used flakes and stones.
 - Earliest stone tools were developed by the Homo habilis.
 - The development of Acheulian tools (such as hand ax) took place during the time of the Homo Erectus.
- **MIDDLE PALEOLITHIC (120,000 YEARS AGO)**
 - There were more developed stone tools.
 - **Homo neanderthalensis** were prominent users of stone tools.
 - The period is characterized by **Mousterian tools** that are known for their sharp edges.
- **UPPER PALEOLITHIC (35,000 YEARS AGO)**
 - Tools were decorated with more intrinsic designs.
 - This period is associated with the emergence of CroMagnon Homo sapiens.
 - Tools included sticks, sharp blades, harpoons, and spearheads made with the 'punch blade' technique.
- **MESOLITHIC (12,000 YEARS AGO)**
 - Smaller and finer tools were used.
 - Blades were incorporated in wood or bone.
 - There was evidence of trading between groups to gather materials for tools
- **MIDDLE PALEOLITHIC (10,000 YEARS AGO)**
 - This period was characterized by the domestication of crops.
 - The period cemented trading practices and opened new doors for the development of new tools.
 - This period officially ended hunting gathering practices

LESSON 7: SOCIOPOLITICAL EVOLUTION OF MAN

- Early humans transitioned from a hunter-gatherer lifestyle to Neolithic societies, leading to significant socio-economic changes and the development of more organized social, economic, and political systems.

NEOLITHIC REVOLUTION

- During the Paleolithic period, humans lived as nomadic hunter-gatherers who moved to find food. The Neolithic Revolution marked a shift to farming through domestication, as people gained control over the breeding of plants and animals.

IMPLICATIONS OF THE NEOLITHIC REVOLUTIONS TO THE EVOLUTION TO THE EVOLUTIONARY PROCESS

- **Social Implications**
 - The Neolithic revolution paved the way for the creation of civilization through permanent settlements dictated by reliable food supply.
 - Development of domestication techniques and practices allowed for a more complex society and the possibility for urbanization.
 - A form of social stratification was developed.
- **Economic Implications**
 - Because of the domestication of crops and animals, an abundant supply of food and resources was maintained.
 - Introduction of a selective breeding process of crops and animals that would allow for the development of new species was developed.
- **Human Implications**
 - There was an increase in human population and life span across civilizations.
 - People learned to play different social roles apart from being farmers (e.g., craftsman, priests, leader).

THE RISE OF CIVILIZATIONS

- Civilizations emerged in the Neolithic period as humans settled to domesticate plants and animals. Early civilizations developed mainly in Asia, especially in China and Mesopotamia, part of the Fertile Crescent, whose fertile lands and the Tigris and Euphrates rivers supported agriculture and the growth of urban life.

THE DEVELOPMENT OF STATES

- In Mesopotamia, in the region of Sumer in 4000 BC, two important developments took place that influenced the flow of the socio-political process of the early civilizations. **These are: (1) the rise of states and (2) the invention of writing.**
- Historians believe that these developments occurred because of trade among different regions. The early civilizations would have had some form of writing to document or record traces of their products and trades.
- During the Copper Age (5900–3200 BCE), expanding trade led to city development and shifts in socio-political structures, with some civilizations replacing priestly rule with kingship to better manage trade and regional negotiations.
- This era led to numerous developments such as the invention of the wheel and the transition from the use of stone tools to copper tools.
- Between 3000–2119 BCE, in the early Bronze Age, bronze tools replaced copper ones, city-states grew, and this foundation of economic and political stability allowed more civilizations and empires to emerge and develop.

THE BEGINNING OF DEMOCRATIZATIONS

- Greek city-states evolved from monarchy to oligarchy and tyrannies, but widespread rebellion by common people highlighted the need for leaders to include the interests of ordinary citizens in governance.
- reforms like Solon's constitution in 594 BC led Athens toward democracy, where citizens could participate in governance,

influencing later political systems such as Rome, though not all Greek city-states adopted these changes.

SIGNIFICANCE AND IMPLICATIONS OF DEMOCRATIZATION

- The development of democracy in Greece reduced inequality and promoted fairness, laying the foundation for modern democracy. It also encouraged cultural and artistic growth, helping Greek and Roman civilizations stand out among ancient societies.