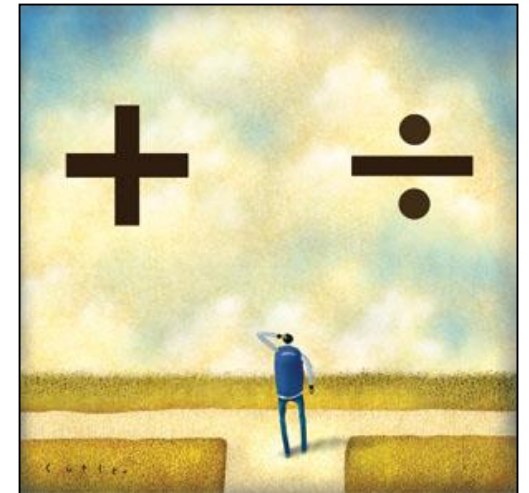


LIST OF PRESENTATIONS

1. Mathematics, Culture and Society
2. Probing the Physical World
3. Living Systems: Concepts and Dynamics
4. Human Movement as a Phenomenon
5. Self and Society
6. Ethics and Moral Reasoning in Everyday Life
7. Philippine Arts and Culture
8. Critical Perspectives in the Arts
9. Critical Perspectives in Communication
10. Wika, Kultura at Lipunan
11. Mapanuri at Malikhaing Pag-iisip at Pagsulat sa Akademya at Lipunan
12. Pagsusulat sa Disiplina
13. Writing as Thinking
14. Junior Year Writing Course
15. Persuasion and Public Communication
16. Kasaysayan ng Pilipinas



Math, Culture & Society



Course Brief and Syllabus

SYMPOSIUM ON POTENTIAL NEW GE COURSES
21 JANUARY 2016



Brief Background of GE Math in UP

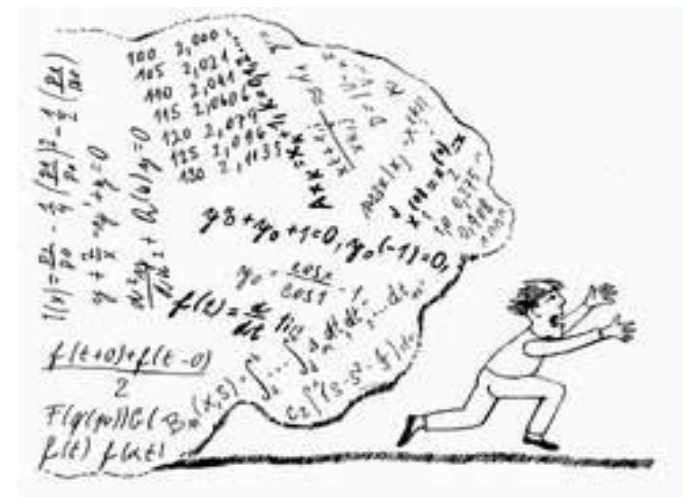
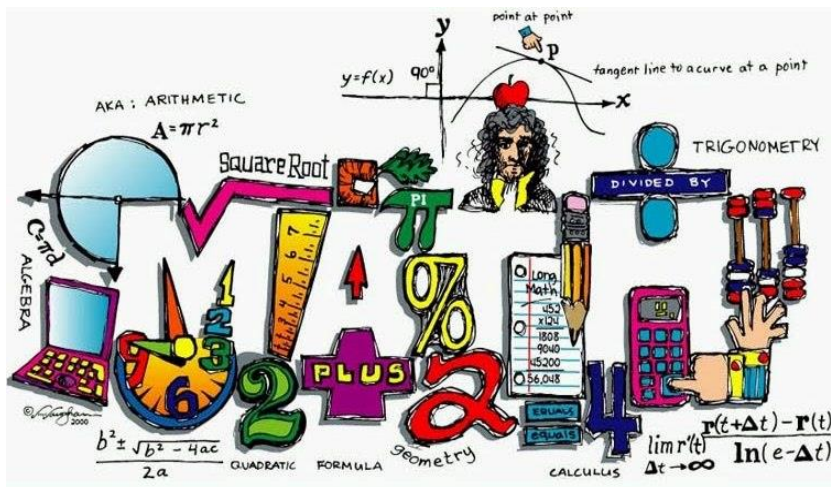
- In the 1980-90s, math teachers from the different CUs met regularly to discuss the teaching of math courses, particularly the common GE Math 1 and service courses.
- Initially focused on “skills”, Math 1 (Math for General Education) has evolved through the years into a more coherent liberal arts math appreciation course.
- With RGEP in 2001, new GE math courses were introduced by some units (UPD and UPLB).
- The proposed Math, Culture and Society is a product of the shared experience of the UP mathematics community.

Current GE Math Courses

CU	GE COURSE	COURSE TITLE
UP Diliman	MATH 1	General Mathematics
	MATH 2	Practical Mathematics
UP Los Baños	MATH 1	Quantitative Reasoning
	MATH 2	Problem Solving
UP Baguio	MATH 1	Mathematics in Life
UP Manila	MATH 1	Math for General Education
UP Pampanga	MATH 1	Math for General Education
UP Visayas	MATH 1	Math for General Education
UP Cebu	MATH 1	Math for General Education

A Math Appreciation GE Course

- Math appreciation courses are popular and standard GE courses in many universities and colleges.
- Good math appreciation courses engage students, hone critical thinking, and contribute to mathematical literacy.
- They cater to students of diverse interests with different levels of mathematical training.



The Proposed GE Course: Mathematics, Culture and Society

- The proposed course builds on the existing Math 1 in the various CUs. It is more harmonized in focus and coverage and incorporates multi- and cross-disciplinary perspectives.
- The syllabus is a product of the GE Math mini-conference held in Cebu in August 2014 and subsequent workshops and meetings.
- The Cebu group included math teachers, a visual artist/sculptor, an architect, and two engineering professors.

Mathematics, Culture and Society

- A wide range of topics can be covered in this course because of the richness of math as a field of study and the diversity of the student community.
- The course adheres to the recommendation of the Mathematical Association of America that ***no particular selection of topics or teaching strategy should be universally adopted*** in a mathematics appreciation course.

Philosophy of the Course

- A important feature is the **flexibility** of its outline.
- Principal unit topics and hours for each are specified but there is latitude in the selection of sub-topics to keep the course fresh and to capitalize on the stengths of the faculty and the local context.
- The choice of topics is guided by the following:
 - **Accessibility:** interesting math need not always be highly technical nor built on layers upon layers of concepts
 - **Applicability:** connections between the math presented and concrete real-life situations are direct and immediate
 - **Aesthetics:** beauty and elegance often surface in the simplest ideas

The Course Syllabus

- **Course Code and Title:**

Math 1: Mathematics, Culture and Society

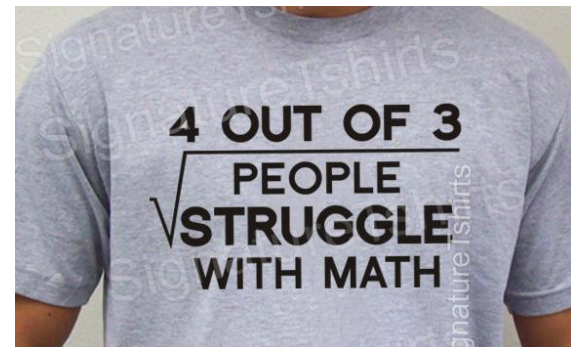
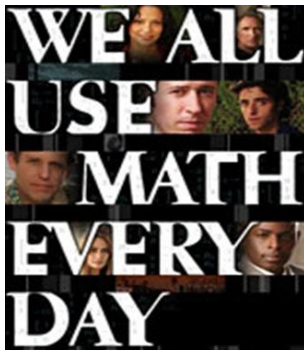
(to be proposed as a revision of the existing Math 1)

- **Course Description:**

Appreciation of the beauty and power of Math through the examination of its nature, development, utility, and relationship with culture and society.

Course Goals

- To instill in the student an appreciation of mathematics through a deeper examination of its nature and practice.
- For this to occur, students must come to understand its historical and contemporary role, and place the discipline properly in the context of other human intellectual achievements.



Course Objectives

At the end of the course, the student should be able to:

- explain the nature of math as an intellectual and creative discipline;
- recognize the importance of math in various human activities;
- relate the concepts of math to his or her field/s of interest;
- discuss the interplay of math and society;
- produce creative work inspired by mathematical ideas; and
- discuss local and global issues and trends in math.



Course Organization

- The five principal units and number of hours to be devoted for each are specified and expected to be followed.
- Main topics listed under each principal unit are expected to be covered but flexibility in emphasis and detail is allowed.
- Subtopics, teaching strategies, and activities are illustrative and may be modified, reduced, augmented or substituted.

Course Outline

	Principal Units	Hours
I	INTRODUCTION	4.5
II	NATURE OF MATHEMATICS: <i>Math as a Language, Way of Thinking, Creative Activity, and Tool</i>	15
III	UTILITY AND UBIQUITY: <i>Math in Different Disciplines</i>	18
IV	ISSUES AND TRENDS IN MATH	7.5
V	SYNTHESIS: <i>What is Mathematics, Really ?</i>	3
	TOTAL HOURS	48

COURSE OUTLINE	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
<p>I. INTRODUCTION (4.5 hrs)</p> <p>A. Course overview</p> <p>B. Numeracy and quantitative literacy</p> <p>C. Student and public attitudes and perceptions of math</p> <p>D. Preliminary reflections on the nature and practice of math</p>	<p>1. Articulate individual perceptions of math.</p> <p>2. Relate perceptions to actual experiences in math.</p>	<ul style="list-style-type: none"> • Essay on student's personal perception on Math • Short film or audio-visual presentation

COURSE OUTLINE	LEARNING OUTCOMES	SUGGESTED ACTIVITIES
<p>II. NATURE OF MATH: Math as a language, way of thinking, creative activity, and tool (15 hrs)</p> <p>A. Logic and reasoning</p> <p>B. Philosophical foundations: platonism, formalism</p> <p>C. Abstraction, symbols</p> <p>D. Axiomatic systems, rigor, proof, and truth in mathematics</p> <p>E. Sets: finite and infinite</p>	<p>1.Explain the nature of math as an intellectual and creative discipline.</p>	<ul style="list-style-type: none"> •Submit project on numeration systems •Do a creative project using modular systems, numbers or geometric patterns •Conduct thought activity, debate or discussion on creation vs. discovery •Illustrate paradoxes of the concept of infinity

COURSE OUTLINE	OUTCOMES	SUGGESTED ACTIVITIES
<p>II. NATURE OF MATH: Math as a language, way of thinking, creative activity, and tool</p> <p>F. Numbers</p> <p>G. Shapes – discovery of non-euclidean geometries</p> <p>H. Change, growth, and mathematical modeling- a peek into the calculus</p> <p>I. Mathematics as the science of patterns</p>	<p>Explain the nature of math as an intellectual and creative discipline .</p>	<ul style="list-style-type: none"> • Illustrate conceptual or abstract vs algorithmic thinking through famous proofs, e.g., <ul style="list-style-type: none"> ○ <i>infinitude of primes</i> ○ <i>7-bridges problem</i> ○ <i>4-color theorem</i> ○ <i>Cantor's proof on the cardinality of real numbers</i> • Midterm exam/ assessment

COURSE OUTLINE	OUTCOMES	ACTIVITIES
<p>III. UTILITY and UBIQUITY: Math in Different Disciplines (18 hrs)</p> <p>A. Arts and Humanities</p> <ul style="list-style-type: none"> • Math in visual arts and design; symmetry, perspectivity, proportion, tilings • Math in music, dance • Math in literature: Alice in Wonderland; poetry and literary forms: haiku, <i>tanaga</i>, <i>dalit</i> • Math in folk and popular culture 	<ol style="list-style-type: none"> 1. Recognize importance of math in various human activities. 2. Relate math concepts to student's field/s of interest. 3. Produce creative work inspired by mathematical ideas. 	<ul style="list-style-type: none"> • Create/report on film, visual art, literary art, music composition or dance that incorporates math ideas • Investigate/create indigenous weaving designs • Interview individuals to gather reflections on their craft or profession and its relation to math

COURSE OUTLINE	OUTCOMES	ACTIVITIES
<p>III. UTILITY AND UBIQUITY: Math in Different Disciplines</p> <p>B. Social Sciences</p> <ul style="list-style-type: none"> • Voting theory and the mathematics of social choice • Game theory and analysis of conflict and competition • Group theory and kinship relations • Social networks, small world networks, and the use of graphs 	<ol style="list-style-type: none"> 1. Recognize the importance of math in various human activities. 2. Relate the concepts of math to student's field/s of interest. 3. Produce creative work inspired by mathematical ideas. 	<ul style="list-style-type: none"> • Construct collaboration or friendship graphs • Conduct voting exercises using different voting methods • Discuss "Flatland" as a mathematical piece as well as social commentary • Look for math in news reports

COURSE OUTLINE	OUTCOMES	ACTIVITIES
<p>III. UTILITY AND UBIQUITY: Math in Different Disciplines</p> <p>C. Science, Technology and Engineering</p> <ul style="list-style-type: none"> • Math in nature: golden ratio, Fibonacci numbers • Advances in computing • Math in medicine and the life sciences • Operations research, transportation, manufacturing, math'l programming 	<ol style="list-style-type: none"> 1. Recognize importance of math in various activities. 2. Relate the concepts of math to student's field/s of interest. 3. Produce creative work inspired by mathematical ideas. 	<ul style="list-style-type: none"> • Play simple games (sudoku, trumps, etc.) and analyze their rules and strategies • Create rules for marriage and kinship in clans • Report on mathematical concepts found in UP symbols and icons: Oblê, chapel

COURSE OUTLINE	OUTCOMES	ACTIVITIES
<p>IV. ISSUES AND TRENDS IN MATH (7.5 hrs)</p> <p><i>Suggested topics:</i></p> <ul style="list-style-type: none"> • Math and Gender • Truth and Certainty in Math • State of Math and Math Education in Phil • Ethnomathematics / Humanistic Math • Impact of Technology and Computers • Great Problems: Solved and Unsolved 	<ol style="list-style-type: none"> 1. Discuss the interplay of mathematics and society. 2. Discuss local and global issues and trends in mathematics. 3. Produce creative work inspired by mathematical ideas. 	<ul style="list-style-type: none"> • Play a game: Male “versus” Female (Math and Gender) • Visit a cockpit and study the math of “<i>kristos</i>” • Report on role of math in history and society and role of history and society in math • Hold debate or panel discussion (e.g., is technology changing the way we do math?)

COURSE OUTLINE	OUTCOMES	ACTIVITIES
<p>V. WHAT IS MATHEMATICS , <i>REALLY</i> ? (3 hrs)</p> <ul style="list-style-type: none"> Integration and summary 	<ol style="list-style-type: none"> 1.Relate the concepts of mathematics to student's field/s of interest 2.Produce creative work inspired by mathematical ideas. 	<ul style="list-style-type: none"> •Do group or individual creative project on “<i>what is math, really</i>”. •Final Exam/assessment

References and Resources

There is a large body of writing and materials available. All math departments in the different CUs have more than adequate references and resources. A common repository of articles and resources is planned.

We list the categories (individual titles too numerous)

- General references and survey books on the nature and practice of math
- History and other specialized books
- Essays and articles
- Films, documentaries, video clips and podcasts
- Websites and homepages

Teaching Strategies and Assessment

- Usual teaching strategies such as lectures, audio-visual presentations, group discussions, film showing, math investigation and problem-solving exercises, reflection and reaction papers, and outdoor activities may be utilized throughout the course.
- It is important however to **include activities that engage the students in doing mathematics** so that they gain a realistic sense of the process and nature of mathematics.
- There will be a mid-term and final exam. Other assessment activities may be used (e.g. authentic assessment).

Teaching Strategies

- The success of the course depends a lot on the **competence and attitude of the teacher**, who must engage the diverse studentry in a lively, stimulating, enjoyable and confidence-building manner.
- This is crucial as there may be many students who will be taking the course with low confidence in mathematics, aversion to, and even loathing for the subject matter.
- The teacher's enthusiasm for what is being done as well as the appropriateness of the strategy for the students in the course are generally more important than the actual strategy adopted.

Things to Emphasize

- Math as a human activity
- Math as a way of thinking and knowing, and not just a set of formulas
- Dynamic nature of math
- Creative and aesthetic aspects of math
- Doing math to learn and appreciate it (Math is not a spectator sport)
- Problem-solving as the heart of mathematics
- Math is everywhere

Things to Avoid

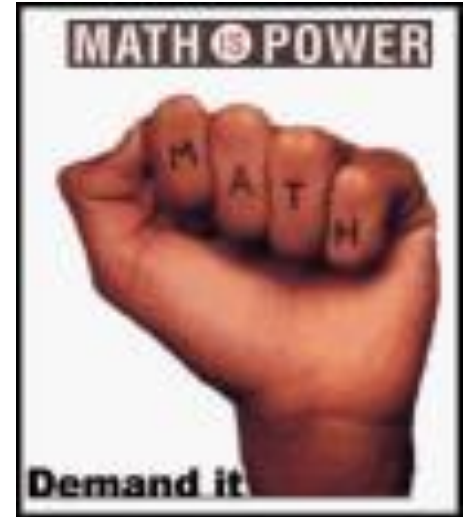
- Emphasizing skills/drills, formulas or equations
- Overemphasizing history, trivia
- Making lessons technical
- Making course too easy
- Having a patronizing or condescending attitude
- Making syllabus inflexible

Other Details

GE objectives being addressed	<ul style="list-style-type: none">• Broaden intellectual and cultural horizons• Hone creative and critical thinking• Develop a passion for learning and scholarship
Mode of course implementation	<ul style="list-style-type: none">• To be mainly handled by Math teachers with possible lecturers from other disciplines• Certain topics and issues discussed through cross- and multi-disciplinary perspectives
Preferred profile of enrolees	<ul style="list-style-type: none">• Can be taken at any year level• Recommended for those with no math course in their curriculum and those who want to know what math is, really.
Med of instruct	<ul style="list-style-type: none">• English or Filipino
Required?	<ul style="list-style-type: none">• Elective; not to be prescribed for all

In conclusion...

- Handled well, the proposed course will play an important role in influencing student attitudes toward math, and help break down walls between the social sciences, humanities and the natural sciences.



Hopefully, students will have a broader and deeper awareness and appreciation of mathematics – its true nature, its role in society, its strengths and limitations, and its connections with other disciplines – *allowing them to see and experience math's beauty and power.*

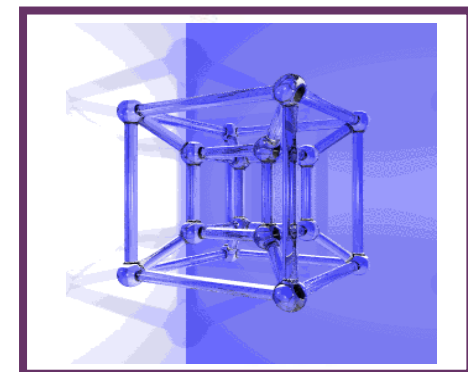
GE MATH

Highest student satisfaction among all
required UPD GE courses !



The Republic
of Math

Thank you for listening !



SYMPOSIUM ON POTENTIAL NEW GE COURSES

The event has the following objectives:

1. Familiarize the UPD academic community with potential GE courses that could complement the current pool of GE courses;
2. Provide the academic community with inputs that could help them better decide on the mix of courses for the GE curriculum, as well as other aspects of the GE Program (e.g., sequencing of courses, evaluation scheme for GE courses and the GE Program);
3. Provide “GE providers” with important inputs for designing their proposed GE courses.

Course brief for **Probing the Physical World**

A proposed GE course

- Developed during the GE Mini Conference
Baguio City, 20-21 Sept 2014
- Revised during the GE Advocates Meeting
UP Diliman, 20-21 Nov 2014

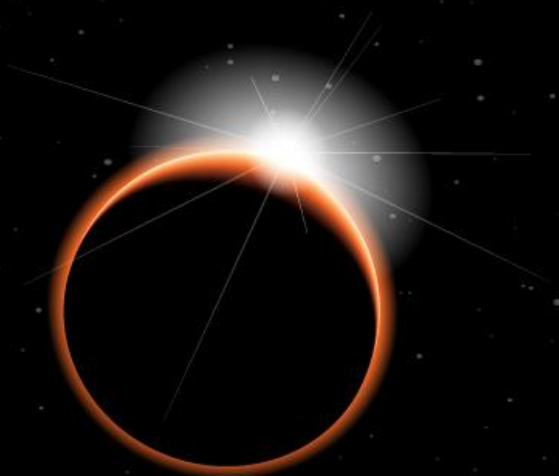


Presented by JPH Esguerra

Slides by: MSRodriguez (Course Advocate) and JPH Esguerra

COURSE TITLE:

PROBING THE PHYSICAL WORLD



RATIONALE

- Man has constantly endeavored to understand and make sense of the physical universe and the processes, natural or manmade, that occur in it, echoing Stephen Hawking's statement in his book "A Brief History of Time: From Big Bang to Black Holes"



“Today we still yearn to know why we are here and where we came from. Humanity’s deepest desire for knowledge is justification enough for our continuing quest. And our goal is nothing less than a complete description of the universe we live in.”

-Stephen Hawking



We have been gifted with the ability to

- observe,
- see patterns,
- make generalizations and
- explore predictions.

It is with this scientific lens that the universe and our home planet, the earth, have become less formidable and truly fascinating to study.



Through various physical concepts in physics, chemistry, and earth science, the course intends -

- to situate the student in the context of the changing universe, and
- to emphasize the impact and interconnectedness of human activity on the various physical phenomena that confront human beings and their surroundings.

COURSE DESCRIPTION

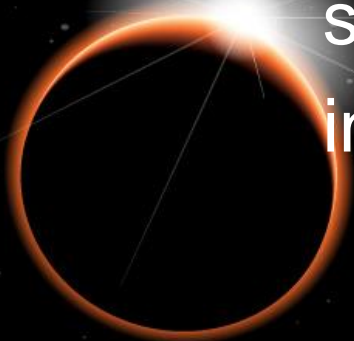
- Understanding the origin of the universe, synthesis of the elements, formation of the earth and the various critical issues affecting our world view and our planet through the methods and interconnected concepts of the physical sciences



COURSE LEARNING OUTCOMES

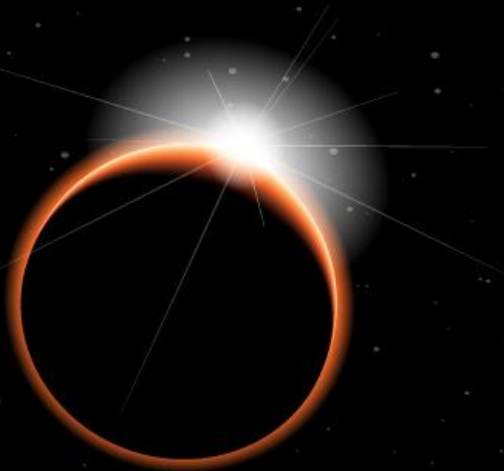
At the end of the course, the student should be able to:

1. evaluate perceptions/ preconceptions/ notions about natural phenomena through the methods of science;
2. integrate knowledge from the physical sciences and to be able to recognize the interdependence of various disciplines;



COURSE LEARNING OUTCOMES

3. utilize scientific inquiry, critical, creative, and integrative thinking in making informed decisions that will impact on their actions in relation to their environments.



COURSE OUTLINE



I. How We Study the Physical World

A. The Physical World: An Overview

B. Intuition, Preconceptions, and Ancient Notions

C. Methods of Science

D. Diagnostic Features of Science

(6 hours)



Unit Learning Outcomes

The student should be able to:

- appreciate the magnitude in size and variety of components that make up the physical universe that man has sought to study and understand, from the vast cosmic space to the intricate world of atoms;
- recognize that science is primarily an active and creative process that has led to a better understanding of the physical world;



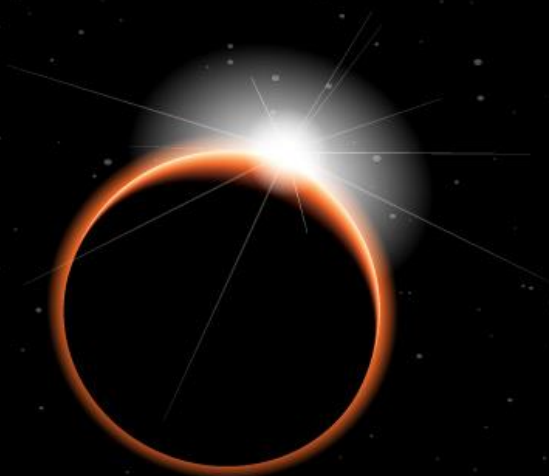
- formulate questions and/or inferences from information obtained from scientific inquiries; and
- recognize that some decisions and actions have or are influenced by social factors and may have long term effects.



II. The Cosmos

A. Big Bang Theory

B. Formation of Stars and Planets



(9 hours)

Unit Learning Outcomes

The student should be able to:

- Compare and contrast pre-Big Bang views of stars, planets and the universe from various cultures
- Explain the evidences for the Big Bang Theory
- Discuss competing hypotheses on the formation of stars and planets



III. Elements to Compounds

A. Nucleosynthesis: Formation of the Elements

B. Atomic Structure

C. Bonding, Structure and Properties

D. Molecular Self-assembly

(7.5 hours)



Unit Learning Outcomes

The student should be able to:

- describe the formation of the elements, from the Big Bang nucleosynthesis, to stellar nucleosynthesis;
- relate electronic structure to reactivity of the elements; and
- infer from observed properties the nature of interactions that hold particles together to form large aggregates or structures.



IV. Forming the Earth

A. Lithosphere

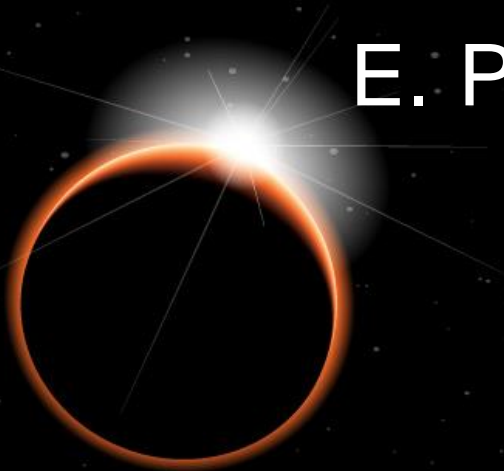
B. Atmosphere

C. Hydrosphere

D. Biosphere

E. Plate Tectonics

(7.5 hours)



Unit Learning Outcomes

The student should be able to:

- explain the formation of the different spheres of the earth
- explain the major interactions of the plates and the resultant surface features on earth



V. Critical/Contemporary Issues

Suggested Topics

A. Issues related to the Cosmos

B. Issues related to the Earth

C. Issues related to Humans and
Environment

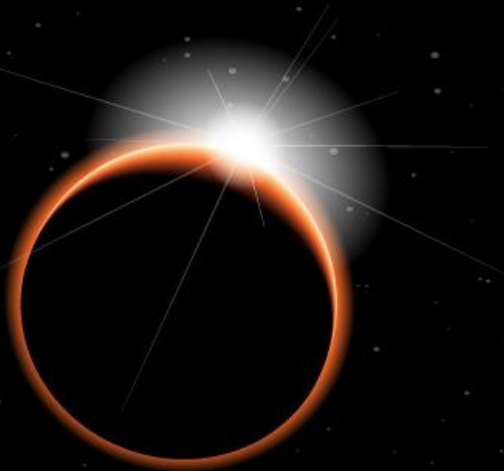
D. Crosscutting Issues in Science

(13.5 hours)



Unit Learning Outcomes

- Interpret relevant scientific data
- Evaluate the validity of claims and statements on various critical/contemporary issues in science using the scientific method

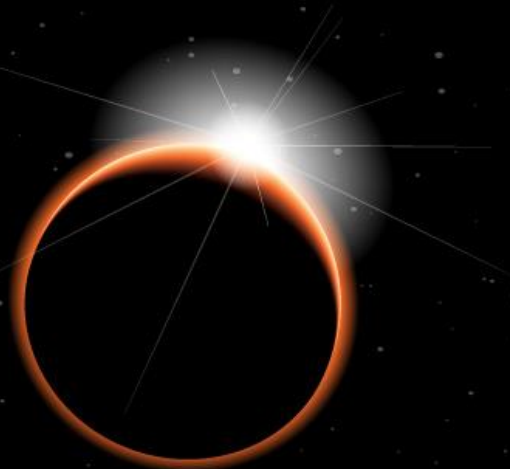


VI. Triumphs and Limits of Science

A. Weather systems

B. Predicting earthquakes

C. Life in Mars?



(1.5 hours)

Is the course GE?

The course will enable the student

- to recognize that our increasing knowledge about the universe, our earth, the substances in our bodies that keep man alive is due to man's relentless inquisitiveness and logical processing of information (understand the nature of science, philosophy and culture);
- to analyze how certain decisions or actions result in observable or predicted outcomes
- to recognize the need to act in ways that would protect or would not be detrimental to the environment.

GE Mini Conference Recommendation (September 20-21, 2014):

**“Highly recommended GE
course by the majority of
the participants”**



Minority Concerns:

1. Logistics
2. Approval Process
3. Buy-in of the institutes / departments that are likely be tasked to offer the course
4. The time to 'Highly Recommend' a GE course is after the course has been successfully offered, and after a comparison has been made with other GE courses



You are a child of the universe
No less than the trees and stars....

Desiderata

Thank you!



The Philippines is a **biodiversity hotspot**

- A relatively small area with a great concentration of endemic species and many endangered and threatened species
- Most Filipinos lack the understanding to realize the implications of biodiversity loss

Man is a **living system**

- There are interactions that take place within this system and with its surrounding environment
- Man is a part of the ecosystem; we affect our environment by our actions just as much as changes in the environment affect us

LIVING SYSTEMS GE (As of 18 Nov 2014)

Course Title: LIVING SYSTEMS: CONCEPTS AND DYNAMICS

Course Description: Principles, interactions, and contemporary issues concerning living systems

Course Learning Outcomes:

At the end of the course, the student should be able to:

- 1. relate** underlying concepts and principles of biology with other disciplines
- 2. analyze** the interactions within and among entities in biological systems
- 3. utilize** scientific inquiry with critical, creative and integrative thinking to make informed decisions on issues concerning living systems and their environments

LIVING SYSTEMS GE (As of 18 Nov 2014)

Course Title: LIVING SYSTEMS: CONCEPTS AND DYNAMICS

Mode of Course Implementation: Interdisciplinary

GE Objectives that the Course Addresses:

1. Broaden and deepen the students' intellectual and cultural horizons
2. Strengthen independent and critical thinking
3. Infuse lifelong passion for learning with a high sense of moral and intellectual integrity

LIVING SYSTEMS GE (As of 18 Nov 2014)

Course Title: LIVING SYSTEMS: CONCEPTS AND DYNAMICS

Preferred Profile of Enrollees: None; freshmen may enroll

Medium of Instruction: English (initially)

How Course will be Offered: To be required

Course Outline

I. Introduction to Living Systems

II. Dynamics and Interactions of Living Systems with Their Environments

III. Living Systems, Society and Humanity

IV. Contemporary Issues on Living Systems

I. Introduction to Living Systems

Objectives: At the end of this section, the students should be able to:	Assessments
<ol style="list-style-type: none">1. describe the properties and attributes of living systems2. explain underlying principles and concepts in living systems3. examine structure and function correlation	<ul style="list-style-type: none">• Class discussions; problem sets• Concept maps to illustrate a concept/principle• Exams/quizzes

I. Introduction to Living Systems

A. Overview of Properties and Attributes

4 meetings

1. Organization – levels or hierarchy of organization: molecules of life, tissues, organs organ systems, organisms, ecosystems
2. Metabolism – energy and kinetics
3. Homeostasis
4. Growth and Development
5. Reproduction and Perpetuation
6. Movement and Responsiveness
7. Adaptation
8. Evolution

B. Underlying Concepts and Principles in Living Systems

3 meetings

1. Thermodynamics in Living Systems
2. Structure /Function Correlation
3. Self-Assembly
4. Unity in Diversity
5. Control and Regulation

I. Introduction to Living Systems

- C. The Concepts of Living Systems in Other Disciplines 3 meetings
 - 1. Ecosystems as Complex Systems
 - 2. Understanding ecosystems through computational biology
 - 3. Concepts of adaptation, survival and extinction in other disciplines (e.g. business)

Strategy: The teacher will discuss both inherent and emergent properties in this chapter.

II. Dynamics and Interactions of Living Systems with Their Environments

Learning outcomes/objectives: At the end of this section, the student should be able to:	Assessments
<ol style="list-style-type: none">1. Discuss the interactions among living entities within ecosystems2. Illustrate how biotic and abiotic factors affect the dynamics of the interactions between and among living systems	<ul style="list-style-type: none">• Exam, concept maps showing how interactions occur within ecosystems, small discussion groups• Reports, case studies/field activities

II. Dynamics and Interactions of Living Systems with Their Environments

10 meetings

- A. Energy Flow in Living Systems
- B. Biogeochemical Cycles
- C. Communication within and among living systems
- D. Dynamics in Populations
 - 1. Population Interactions – Mutualism, Competition, Parasitism, Predator-Prey, Commensalism, Mating Behavior, Reproductive Strategies
 - 2. Population Change Over Time
 - 3. Regulating Mechanisms
 - a. Negative/Positive Feedback
 - b. Disturbance, Resistance, and Resilience
 - 4. Patterns and Cycles
 - 5. Social Organizations

III. Living Systems, Society and Humanity

Learning outcomes/objectives: At the end of this section, the student should be able to:	Assessments
1. Integrate the relationships between and among living systems, society and humanity	<ul style="list-style-type: none">• Paper critiques, journal reports, small discussion groups• Examinations, worksheets

III. Living Systems, Society and Humanity

4 meetings

A. Human Perceptions of Nature

1. Paradigms about the Origin of Life
2. Indigenous Knowledge and Practices
3. Ecological World Views and Philosophies
4. Environmental Ethics - Anthropocentrism, Biocentrism, Ecocentrism, Ecofeminism, Stewardship, Animal Rights and Welfare

B. Human Representations of Life and Nature in Art

C. Biodiversity, Resource Management, and Conservation

IV. Contemporary Issues on Living Systems

Learning outcomes/objectives: At the end of this section, the student should be able to:	Assessments
<ol style="list-style-type: none">1. examine various contemporary issues on living systems2. construct an informed opinion or a stand on various contemporary issues related to living systems	<ul style="list-style-type: none">• Case studies, group reports, critiques• Projects, small discussion groups, debates

IV. Contemporary Issues on Living Systems

6 meetings

Must Know Topics

Threats to Living Systems (urbanization, pollution, population diminution and expansion, exotic and invasive species)

Living Systems and Climate Change

Suggested Topics

Emerging and Re-emerging Diseases/Epidemics

Biomedical Issues (one-health view, eco-health, euthanasia, ethnopharmacology, personalized medicines, stem cell research, cloning)

Advocacies (Ecofeminism, Green Chemistry, Green Radicalism, Social Responsibility, Lobby System, Personalized Medicine, GMOs)

Biomimicry, Bionics, Biomimesis

Biotechnology

Food Security and Food Defense

Biofuels

Biological Warfare

Extraterrestrial Life

SUGGESTED REFERENCES

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HUMAN MOVEMENT AS A PHENOMENON

I. The CHK academic program embodies and is anchored on the Framework for the UP GE Program.

Parallelism reflecting its foundations

UP GE Framework

Socio-Cultural

Biological

Physical

Global

Human Movement Science

Socio-Cultural

Biophysical

Global

a discipline practiced by its
professionals and participants of
human movement pursuits worldwide

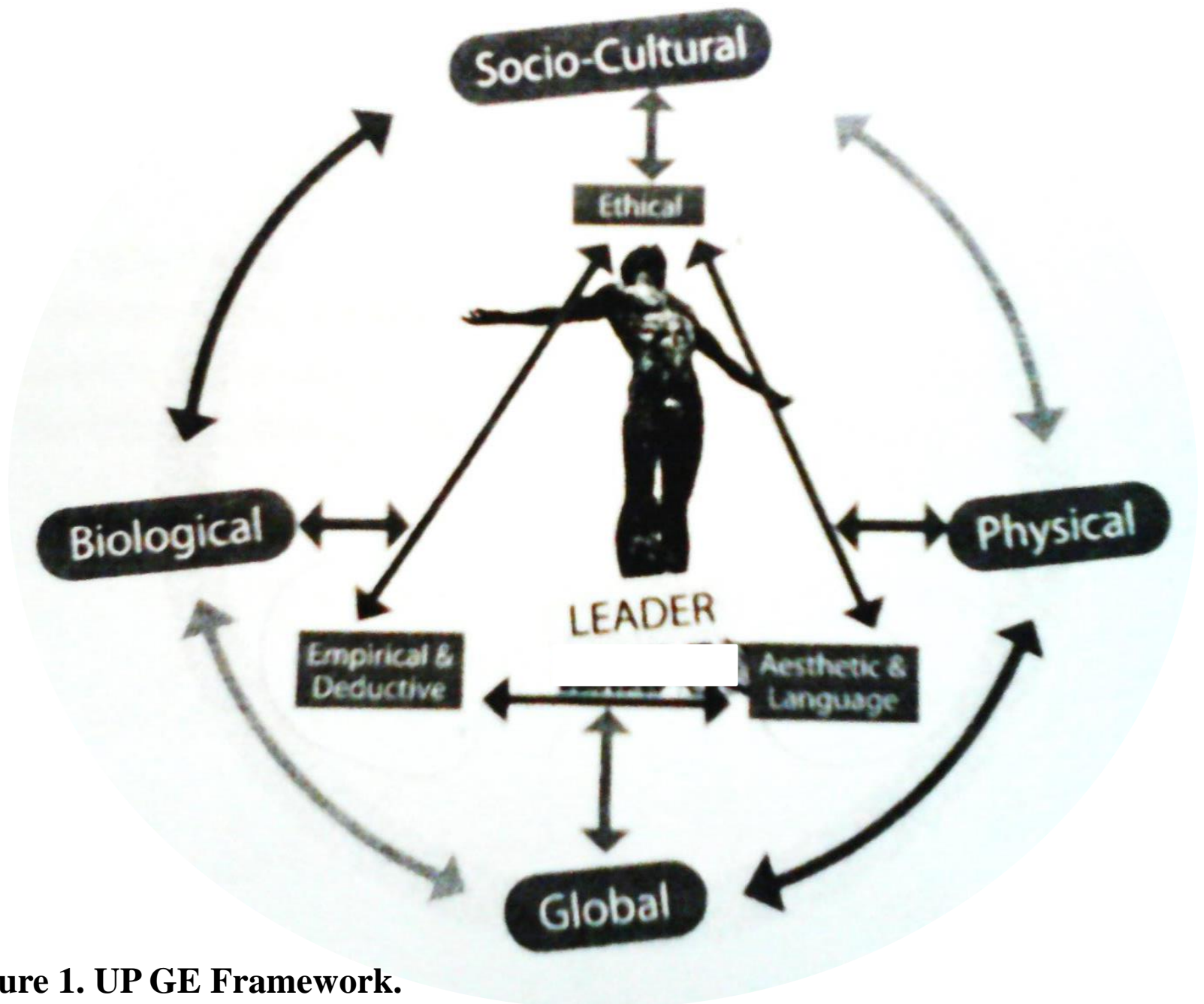
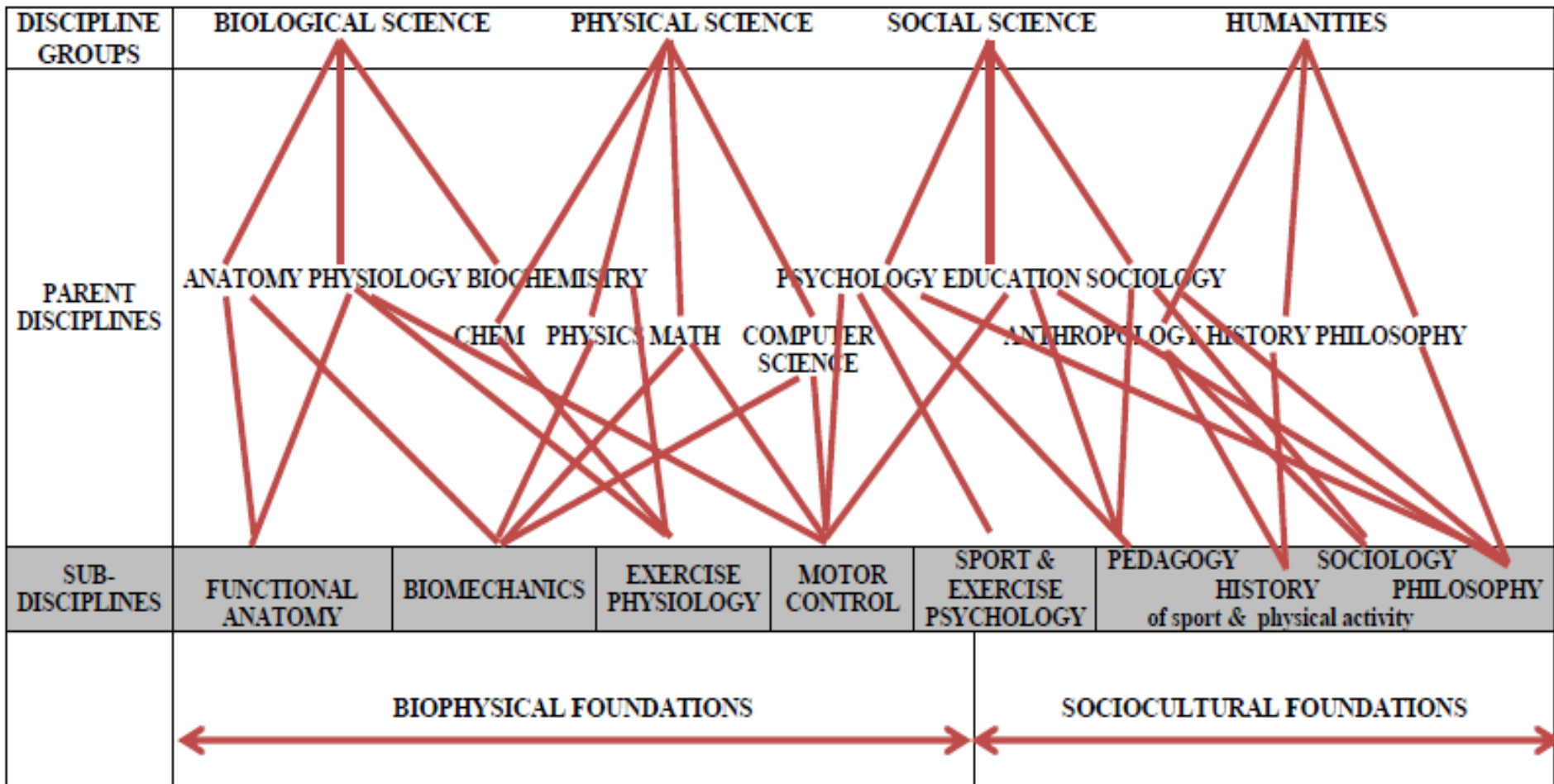


Figure 1. UP GE Framework.



II. The proposed REQUIRED GE COURSE on HUMAN MOVEMENT AS A PHENOMENON

An offering by CHK that adheres to the

- new GE Program Objectives
- Structure and Content
- Methods of Inquiry
- Competencies and Values and
- Mode of Implementation

GE Program Objectives

- *Develop a passion for learning and scholarship*
- *Broaden intellectual and cultural horizons*
- *Hone critical and creative thinking*
- *Cultivate a high sense of intellectual and moral integrity*
- *Foster a commitment to service and social justice*

GE Attributes

- *Integrity*
- *Scholarship*
- *Broad Intellectual
and Cultural Horizons*
- *Nationalism*

Interdisciplinary Themes (All)

- *Culture and Identity*
- *Language and Expression*
- *Social Systems*
- *Natural Systems*

Classification

- *Foundation*
- *Perspective*

BACKGROUND

A.

The 20th Century developments in Physical Education (1900-50s):

- from hygiene or health
- to socio-educational
- to socio-recreative
- to physical fitness
- to international understanding

= BIASED

**LACK OF BALANCE BETWEEN
PHYSICAL & MENTAL ASPECTS**

B.

Second half of the century:

- need for the development of a body of knowledge through a greatly expanded program of scholarly and research endeavour in a variety of sub-disciplinary areas

C.

- Strengthened relationships among disciplines especially in the areas of physiology and psychology
- Discovery of how human beings move, what happens to them when they move in certain ways and how this influences their relations
- PE being called human movement, motor performance, kinesiology, kinetics, or sport and exercise science

D.

Field has a significant role in

- human education and development,
- discovering the extent society will accept such evidence and
- how such programs may be administered within the framework of general education.

***“If we are to gain recognition
in the academic world,
we must follow pathways
similar to those traversed
by other disciplines.***

**This means a greatly expanded
program of scholarly research and
development in which the body of
knowledge in physical education is
defined as nearly as possible in
terms of its fundamental nature, and
its relationships with other
discipline”.**

(late Dean Daniels of Univ. of Illinois, 1964)

Birth of Human Movement Science:

- Represents a system of scientific research, teaching and practice to which knowledge from other disciplines is integrated.
- Purpose and function: to investigate questions, which have been identified on a scientific basis with solutions applied, in order to explain, control, and if necessary, change the practice of sport.
- Young science: It is an example of a so-called theme, integration, interdisciplinary and cross disciplinary scientific field in contrast to the long established sciences like philosophy, medicine, law and mathematics which can be called discipline-oriented sciences”

(Haag, 1994)

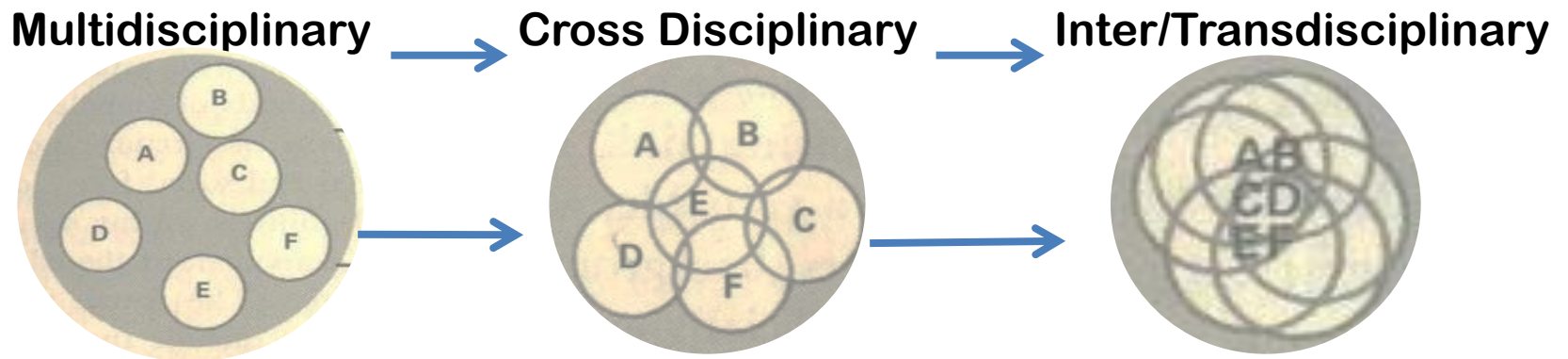


Figure 3. Towards Inter/Transdisciplinary Path.

Legend:

A. Physiological B. Sociological C. Psychological D. Biomechanical E. Historical, philosophical, comparative F. Others

Cyril M.White, Ph.D. (Adapted by Earle Zeigler)

New theory fields: sport Information, politics, law, facilities/equipment, economy.

Five-Theory-Field-Model (HAAG 1979, 1989a)		
THEORY FIELD	RELATED SCIENCE	SPECIAL REMARKS
Sport Information	Information Science	Increasing information with more and more importance
Sport Politics	Political Science	Sport as social phenomenon has political aspects
Sport Law	Law	Increasing of administration and bureaucratization
Sport Facilities-Equipment	Architecture, Engineering	Disregard for a long time, but important
Sport Economy	Economics	Economy as the "new" ideology of sport

Seven-Subject-Field-Model (HAAG 1979, 1989a)				
General Subject Field	General Issue	Relation to Sport Specific Subject Fields	Relation to Theory Fields	Scientific Remarks
Performance and Performing Ability in Sport	Performance	Movement Theory	Sport Medicine, Sport Psychology	Performance as a Norm of Life
Music and Movement	Music	Movement Theory	Sport Pedagogy, Sport Psychology	New and Creative Movement
Sport and Recreation	Leisure/ Recreation	Play Theory	Sport Pedagogy, Sport Sociology	Currently relevant Topic
Sport and Health	Health	Training Theory	Sport Medicine, Sport Psychology	Health is an important World Wide Topic
Sport with Special Groups	Special Groups	Movement Theory	Sport Pedagogy, Sport Psychology	Close Connection to Adapted Physical Education
Sport and Mass Media	Mass Media		Sport Sociology, Sport Psychology	Relation to Communication Science
Aggression and Violence in Sport	Aggression and Violence		Sport Sociology, Sport Psychology	Important Social Problem

From theory to practice
it is now understood as physical activity, or
MOVEMENT
– the very basic behaviour dimension of man.

PE at UP CHK - as general Service PE and undergraduate programs in BPE and BSS

Physical Education

the study of human movement through learning of motor skills in different forms of physical activities like sports, dance, and recreation that enhance and develop the body's maximum potential towards health and wellness. It provides opportunities for individuals to perform, most of the time within the confines of its own space.

Physical Education is the pedagogic training of motor characteristics, skills and abilities within the framework of physical culture, which is predominantly used in the former socialist nations. In many English-speaking countries, the term physical education is still used to refer to sport instruction in schools and to the field of physical education teacher training and sport science in general” (Haag and Haag, 2002)

When performed with other elements in space and beyond – social space - movement becomes a fundamental property of life; towards understanding human biology and the nature of human society as a whole.

**This understanding of life is the essence of GE.
Thus, movement is and should be an
integral part of general education.**

*.....with sport as a specific form of human movement
behaviour, expression of the cultural performance of man...
Motor activities and social interaction are usually
characteristics of sport. Criteria such as performance,
competition, rules, ideal types of experiences and
organisation are phenomena used to characterise sport, but
have different significance in different situations. The
designation of non-motor activities as sport is
predominantly done on traditional grounds (e.g. chess)”
(Beyer, 1992)*

**As a GE course, therefore,
it aims to:**

- 1. develop a deeper understanding of the significance of human movement as a phenomenon;**
- 2. provide an overview of human movement science and its relationship with other disciplines; and**
- 3. encourage active participation in human movement undertakings.**

How the course was generated from the idea of “Athletics”

- 1. In the academic setting students are identified in 2 major tasks – Athletics and Academics Athletics like the word Sport may be operationally defined....in this context physical activity, movement, sport. Academics is that aspect of the student life when they are engaged formally in educational pursuits.**
- 2. In movement neural/brain processes are involved and vice versa (movement enhances thinking : thinking stimulates movement).**
- 3. In a student's life settings of the educational institution and the playing field are one and equal in its race for excellence and integrity.**

Proposed Course Title: HUMAN MOVEMENT AS A PHENOMENON

Course Description:

Understanding Human Movement as an actor in individual and societal development.

Course Code:

Course Credit: 3 units

Aims:

1. To develop a deeper understanding of the significance of human movement as a phenomenon;
2. To provide an overview of human movement science and its relationship with other disciplines; and
3. To encourage active participation in human movement undertakings.

Objectives:

At the end of the course the students should be able to:

- 1. examine different disciplinary principles and approaches to movement skills learning and performance with focus on mind-body integration that will further enhance thinking processes;**
- 2. analyze the significance and related issues of the different branches of sport/movement science in relations to the promotion of arts, science and culture; and**
- 3. develop values that will impact on one's participation in human movement activities through the life course.**

Modes of Implementation/ Strategy

Transdisciplinary / Lecture-Research-Experiential-Team Teaching

Activities: Interactive Sessions with an appropriate physical activity for the whole course or for each topic

Course Requirement:

1 final exam; 1 research output on a related issue (Human Movement as a Phenomenon); 1 reflection paper on an experiential activity

Preferred Profile of Enrolees:

Freshmen and Sophomore students

Medium of Instruction: English

Course Outline:

A. Redefining Movement:

Lay-man's Translations and Interpretations

- 1. Exploring Terms Associated with Movement
(sports, athletics, PE, PA, etc)**
- 2. Disciplinal vs Layman's Definitions**
- 3. Foundations of Human Movement
Biophysical
Psycho-Social-Cultural**

B. Human Movement Science as a Discipline: ***Its Disciplinary and Thematic Areas***

Disciplinary Areas *e.g. Adapted Physical Activity; Biomechanics of Sport; Coaching Sciences; Kinanthropometry; Motor Behaviour; Motor Development, Motor Control and Motor Learning; Philosophy of Sport; Sociology of Sport; Sport and Exercise Physiology; Sport Exercise Psychology; Sport and Leisure Facilities; Sport History; Sport Information; Sports Law; Sport Management; Sports Medicine; and Sport Pedagogy*

Thematic Areas *e.g. Athletic Training and Sport Therapy; Comparative Physical Education and Sport; Doping in Sport; Health Enhancing Physical Activity; Physical Education; Sport and Development; Sport and Human Rights; Sport Governance; and Women and Sport.*

- 1. Historical Developments**
- 2. Functions**
- 3. Body of Knowledge**
- 4. Methodology**

**C. Human Movement Promoting Environments/
Movements/Settings:**

*Practices and Applications in Informal
Settings and Discipline-related (formal)
Settings; Local/Regional/International*

- 1. Health:** Physical Health, Nutrition, Psychological Health;
- 2. Arts:** Visual Arts, Performing Arts, Communication;
- 3. Management:** Economics, Business, Leisure;
- 4. Science and Technology:** Engineering-Architecture, Mathematics, Environment, Information;
- 5. Social Science:** Psycho-social-cultural studies, Community development, Law

D. Human Movement and Human Development *(Issues and Problems)*

- 1. Education for and through the physical:**
Kinesthetic Intelligence, Cognitive Development through Movement,
- 2. Development Issues: Health, Environment, Gender, Others**
- 3. Olympism**
- 4. Nationalism, ASEAN Integration/ Internationalization/Globalization**

E. Crossing the Bar:

- *Crossing Borders: Links between disciplines*
- *Future Directions*

F. Redefining the Self in Movement:

Synthesis on Human Movement as a Phenomenon

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THANK YOU !

SELF AND SOCIETY

Course Name: Self and Society

Course Description:

- A Self and Society course incorporates a wide array of disciplines in capturing the complex nature of personhood and the intricate relationship between persons and their sociocultural and biophysical environment.
- A Self and Society course emphasizes one's situatedness and agency.

Key topics that the course covers

- I. (Theoretical) Perspectives about the Self
- II. Emergence (Constitution) of the Self
- III. The Self in Adolescence
- IV. The Self and Agency
- V. Special Topics (e.g. Filipino Self and Identity, Gender Issues, Self in the Digital World, etc)

GE objectives that the course addresses

The UP GE program should aim to develop leadership characterized by integrity and honor, excellence in scholarship, and public service

A Self and Society course helps hone interpersonal and intrapersonal competencies that would enable students to:

- Identify one's strengths and weaknesses
- Build consensus towards a shared goal
- Demonstrate responsible leadership
- Promote civility, regardless of differences
- Balance personal interests and extra-personal interests

The UP GE program shall provide students with a broad foundation of study that will:

- 1) Broaden intellectual and cultural horizons;**
- 2) Hone critical and creative thinking** (analyze influences to one's self and recognize possible applications to daily life)
- 3) Cultivate a high sense of intellectual and moral integrity** (demonstrate sensitivity to various forms of injustice)
- 4) Foster a commitment to service and social justice** (engage in service to the community and the nation)

Mode of course implementation

Multidisciplinary / Interdisciplinary

- Understands the self using the lenses of the social sciences, natural sciences, and the humanities
- The ideal instructor for Self and Society courses would have sufficient grounding in social psychology. Resource persons may be invited to talk about specific topics.

- Given the emphasis of the course as proposed, it would be ideal for a team of instructors to develop a problem-posing course design at the initial stages of implementation. This initial course design should be reviewed and improved regularly, both to develop the course and as a means of instructors' training.

Encourages students to engage in reflection and small group activities

- Values one's situatedness by generating possibilities for self-creation and agency in a rapidly changing world

Preferred profile of enrollees :

- Freshmen and Sophomore students

Medium of instruction:

- Filipino and English

Whether the course is to be proposed as a required or elective GE course:

- Required

Ethics and Moral Reasoning in Everyday Life

A Proposed G.E. Course

I. Nature and Development of Ethics and Moral Reasoning (Weeks 1 & 2)

- A. Basic Questions and Problems of Ethics
- B. Definitions, Scope, Context and Relevance of Ethics
- C. History, Development of Ethical Thought and Moral Awareness
- D. Forms and Processes of Moral Reasoning

II. Indigenous and Cultural Sources of Moral Reasoning (Weeks 3 – 6)

- A. Theoretical Frameworks in Studying Indigenous and Filipino Cultures: Pantayong Pananaw, Sikolohiyang Pilipino, Pilipinolohiya, Pilosopiyang Pilipino
- B. Indigenous and Filipino Socio-Cultural Variables: Cognitive/Conceptual Systems, Historical and Cultural Factors, Identity, Gender, Ethnicity, Values, Religion and Spiritualities, Traditions and Folklore (*Kaalamang Bayan*)

III. Normative Theories (Weeks 7 – 10)

A. Asian Ethics Frameworks

B. Theories of Ultimate Good: Hedonism, Altruism, Religious Conceptions, Virtue Ethics

C. Deciding What is Right: Deontological/Duty Ethics, Teleological/Consequentialist Ethics, Feminist Ethics/Ethics of Care

D. Supererogatory Ethics: Actions Beyond the Call of Duty

IV. Applied Ethics (Weeks 11 – 16)

- A. Ethical Issues in Everyday Life:
Academic Life, Interpersonal
Relationships, Media
- B. Professional Ethics
- C. Local and Global Ethical Issues:
Bioethics, Environmental Ethics, Gender
and Sexuality Ethics, Sovereignty,
Terrorism
- D. Others

UP GE Arts Proposed Syllabi

Course Title:

Critical Perspectives in the Arts

Course Brief:

- a critical perspective in the study of art is deemed necessary in university education
- A “required” course and may be taken in any year level
- multi-disciplinary approach; discursive teaching modules ; broad outline to accommodate the different art forms
- necessary skill and knowledge in the context of an “information society” and the goal of lifelong learning

Course Description: A critical study of the experience, language, and context of art.

The course aims to:

- hone aesthetic awareness, artistic literacy and reflexive thinking
- develop an understanding of critical perspectives in valuing art in various contexts
- foreground the particularities of the Philippine condition in the study of art

Course Objectives:

At the end of this course, students should be able to:

- Articulate aesthetic awareness using the language of art;
- Discuss various critical perspectives in understanding art;
- Examine art using various critical perspectives; and
- Formulate a critical stance on the production, dissemination and reception of art.

Course Outline:

I. The Art Experience: Creativity and the Human Condition

- The Agency of the Body
- The Form and the Creative Process
- The Artist and Perceiver
- The Text and Context

II. The Language of Art

- Vocabulary
- Materials and Technique
- Style and Genres
- Forms and Platforms

III. Art in Society

- Modes of Production
- Modes of Circulation
- Modes of Reception

IV. Issues in Art *(Sample issues, but not limited to the following)*

- Representation and Identity
Construction
- Gender Issues
- Belief and Religion
- Transnationalization and Globalization
- Geo-Humanities and the Environment

References: (Faculty may draw their reading requirements from this list or may add their own.)

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Activities

- The course will involve the following activities:

reading literary texts, listening to music, watching films or videos, theater plays, music concerts, and dance performances, visits to museums and galleries, experiencing architectural structures and public art. A field trip to artistic sites or short community integration/educational integration is recommended.

Course Title:

Philippine Arts and Culture

Course Brief:

- employing transdisciplinary / multidisciplinary approaches in the humanities and the social sciences
- “required” and may be taken in any year level
- a strong understanding of Philippine arts and culture will foreground UP’s goal of internationalization and can therefore best serve the interest of our country – in local, national, and global contexts
- strengthened by existing courses on art and culture in the different CUs.

Course Description: Approaches to Philippine arts and culture

The course aims to:

- Broaden the understanding of the relationship of Philippine art and culture
- Provide an overview of critical approaches in the study of Philippine art and culture
- Reinforce a sense of being Filipino through the arts and humanities

Course Objectives:

At the end of this course, students should be able to:

- Apply critical approaches in the study of Philippine art and culture;
- Examine issues in Philippine art in various contexts; and
- Analyze the interrelationship of the arts and disciplines in the Philippine experience.

Course Outline:

I. The Relationship of Philippine Art and Culture

- Historical contexts of understanding art and culture
- Art as representation of culture
- Art as construct and the negotiated meaning of culture

II. Critical Approaches to Art and Culture

- Historical
- Anthropological
- Sociological
- Psychological
- Formalism and Semiotics
- Cultural Materialism

III. Art as Cultural Text

- Art as Social Practice
- Art as Popular Culture
- Art and the Other Disciplines

IV. The Local and Global Contexts of Philippine Arts

- Art and the Regions
- Art and the Nation
- Art in Diaspora
- Art and Transnationalism

References: (Faculty may draw their reading requirements from this list or may add their own)

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Activities:

- The course will involve the following activities:

reading literary texts, listening to music, watching films or videos, theater plays, music concerts and dance performances, visits to galleries and museums, experiencing artistic structures and works in the immediate environment, and cultural mapping. A short community integration/educational integration for research purposes and field trip to artistic/cultural sites is recommended.

CRITICAL PERSPECTIVES IN COMMUNICATION

MGA KRITIKAL NA PERSPEKTIBA SA KOMUNIKASYON

COURSE DESCRIPTION

- ✕ Theories and frameworks in communication in various contexts

COURSE BRIEF

- ✖ Our identity is basically a product of communication – from intrapersonal communication to social media
- ✖ To critically examine the interplay between and among humans and institutions using theories and frameworks on rhetorics, language, communication and media

COURSE OBJECTIVES

- ✖ Discuss the changing landscapes of communication;
- ✖ Explain the different theories and frameworks of communication;
- ✖ Apply relevant communication theories and frameworks in the analysis of various issues;
- ✖ Formulate a critical perspective on a communication phenomenon or event

COURSE OUTLINE

- ✖ The changing landscape of communication
- ✖ Frames of engagement: theories and frameworks

FRAMES OF ENGAGEMENT

- ✕ Communication and language
- ✕ Communication and representation
- ✕ Communication and culture
- ✕ Communication and identity construction

COURSE OUTLINE

- ✖ The changing landscape of communication
- ✖ Frames of engagement: theories and frameworks
- ✖ Communication as critical practice

COURSE REQUIREMENTS

- ✕ Long examinations
- ✕ Frameworking exercise
- ✕ Case study for communication, media and identity construction

DISCIPLINES

- ✕ Interdisciplinary
- ✕ Multidisciplinary
- ✕ Transdisciplinary

RECOMMENDATIONS

- ✖ Required course
- ✖ Presupposes that the student has taken advanced communication skills course/s
- ✖ To be taken in the third year of the student
- ✖ Faculty to have background in communication, English, media and cultural studies, social sciences, humanities and related disciplines
- ✖ Team teaching

TEAM TEACHING

- ✖ One expert delivering one lecture on field of expertise at a time
- ✖ Several experts facilitating the discussion at each meeting
- ✖ One hour lecture in a hall to be broken down to small classes for exercises
- ✖ Small classes with video support for lecture deliveries

THANK YOU!

Wika, Kultura, at Lipunan

Symposium on New Potential GE Courses

21 Enero 2016

National Institute of Physics Auditorium

Unibersidad ng Pilipinas, Diliman





Noong unang panahon...





Paglikha ng kaalaman





Pagkilala sa sarili





Paghanap ng landas





Pag-angkin sa panahon





Wika, Kultura, at Lipunan

#SelfieNaMayKamalayan



Mapanuri at Malikhaing Pag-iisip at Pagsulat sa Akademya at Lipunan





Kasanayan sa Wika

Isko/Iska ako.

Wikang Filipino tungo sa maka-Pilipinong pag-iisip

1

Mapanuri+Malikhain

Nagdudulot ng transpormatibong pag-unawa

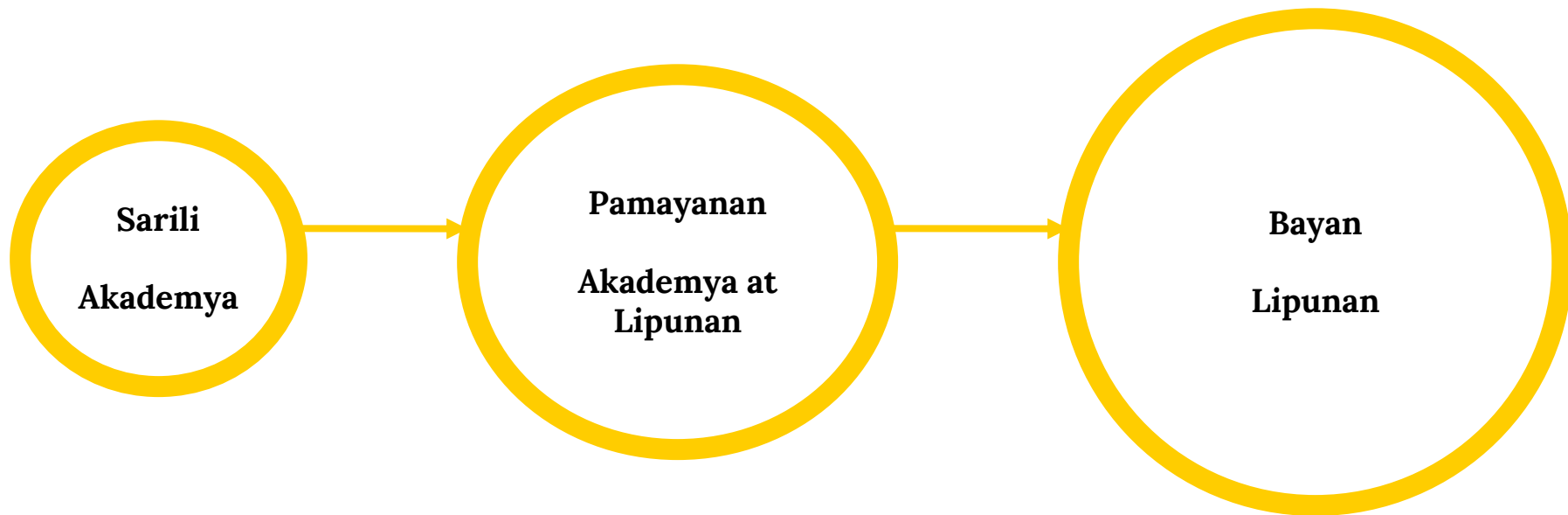
2

Transpormatibo. Mapagpalaya.

Kritikal na may pakikisangkot.



Pagsulat – Para saan? Para kanino?



Hitik sa mga maka-Pilipinong
konsepto ang negosyo sa Pilipinas.
Sa palengke halimbawa, ang
‘pagtawad’ ay proseso ng
pagbibigayan...



“

25,000



Pagsusulat sa Disiplina





Pananaliksik sa UP

Isko/Iska ako.

Pananaliksik na may karanasan at kulturang Pilipino

1

Kaalamang Bayan. Kaalamang Global.

Pag-unawa sa loob, patungo sa pag-unawa sa labas

2

Produksyon ng Kaalaman.

Filipino bilang wika ng iba't ibang disiplina

3

Popularisasyon ng kaalaman.

Wikang Filipino bilang mapagpaunawa.

*Ilan lang yung libro sa wikang
Ingles, halos lahat bahasa...
Naisip kong nababansot na talaga
ang wika natin sa Asya...*

“

41,000,000



UWCP 2: Writing as Thinking



**A UNIVERSITY-LEVEL
FOUNDATION COURSE IN
CRITICAL THINKING,
READING, AND WRITING IN
ENGLISH.**

Basic Premise:



- Writing is not an activity within an ivory tower but rather the participation in an academic community.
- Articulating your views directed towards a specific discourse community.

Objectives



1. To understand and engage in reading, writing, and public speech as acts of critical and creative thinking
2. To engage in higher order processes of writing, review, and revision

Objectives



3. To generate writing that claims a voice within a broader academic and public sphere

This would entail reading and summarizing what other people have said about a certain issue, and articulating your own point of view within the community.

I: Language, Academic Writing and Discourse communities



2 Key concepts

1. Writing as thinking and writing for discourse communities
2. Ethics of scholarship: integrating, interrogating, and creating knowledge in context

II: Writing as Conversation/Practice



A. Inquiry: Making

Inquires into or explores a person, place, thing, concept, event, phenomenon, etc. Formulate questions, seek possible answers, and present their answers to their investigation in relevant contexts

II: Writing as Conversation/Practice



B. Analysis: Breaking

To make students understand and generate writing to examine, scrutinize and analyze assertions made on a concept, social issue, trend or phenomenon to reveal prior assumptions/implications, organizational structures, causes and/or effects, and processes

II: Writing as Conversation/Practice



C. Collaboration: Re-making

To help students exhibit their mastery of a subject in writing and in speaking; building on the existing data, themes, and findings of academic research on the topic, and bringing forward an original academic paper that contributes to the scholarship of the work

Requirements:



- Two documented essays, 1500-2000 (and as many drafts that leads to the final version); supported by solid research using a minimum of 5 credible sources in appropriate academic format.
- Collaborative and/or multimedia project (blog/website digital project or conference panel presentation)
- Short writing assignments

Are you **FOR** or *In*?



**JUNIOR YEAR
WRITING
COURSE
(JYWC)**

Two key questions:



- To what extent should the course be attempts at socializing students into the practices of the disciplines and workplace?
- To what extent should these course be a **critique** of these practices?

Writing *FOR*



Developing the expertise of a certain profession

Having a mastery of the tools used

What it takes to be good in your profession

Writing *IN*

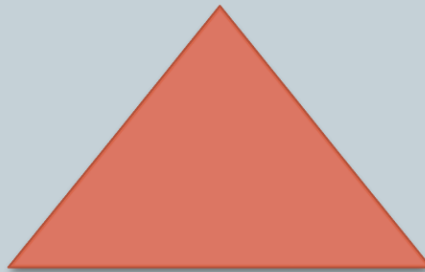


To have mastery of the tools of a certain profession but it goes a step further --

Question

Critique

Transform



Create new knowledge/practices

Writing *IN*



Create new knowledges formed from understanding, interpreting, and questioning what's/he has learned and to communicate it to the world

Junior Year Writing Course



- To RETHINK existing tools and strategies used in a profession and/or discipline

Writing IN a profession



- To

DESIGN

NEW

PRACTICES

of knowledge production



Junior year writing course



- Arts and Humanities
- Engineering
- Organizational Communication
- Sciences
- Social Sciences

Writing Organizational Communication



1. To understand and analyze relationships among corporate identity, vision, mission, and objectives, communication climate and context, and stakeholders
2. To develop an integrated, ethical communication strategy, with a specific focus on writing and representation

Organizational Communication



3. To rethink existing tools and strategies used in the business setting and design new practices of knowledge production
4. To adapt appropriate communication tools to address needs of an organization's internal/external stakeholders

I. Corporate communication



- An overview of the field
- Definition of terms
- Ethical concerns

II. Communication Contexts



- A. Identity, vision-mission, institutional objectives, context, stakeholders, specific communication objectives
- B. Intercultural and Interpersonal contexts for communication
- C. Traditional and New Media

Communication tools and strategies



- A. Research and writing process
- B. Writing techniques
- C. Use of hybrid communication tools and strategies (mapping/visualization strategies, infographics, infomercials, webpage, podcasts, etc.)

Course Requirements



- Project Proposal and presentation
- Portfolio of writing and multimedia projects
 - letters, resume, report, brief, brochure, webpage, etc.