



**SYLLABUS FOR UNDERGRADUATE COURSES
MAJOR, CORE CURRICULUM and ELECTIVES**

A. COURSE INFORMATION

COURSE NUMBER	SocSc11			NO. OF UNITS	3
COURSE TITLE	Understanding the Self				
PREREQUISITE/S					
DEPARTMENT/ PROGRAM	Psychology, Sociology & Anthropology, Office of Social Concern & Involvement			SCHOOL	SOSS
SCHOOL YEAR	2023-2024			SEMESTER	First Semester
INSTRUCTORS	SOCSC 11 FACULTY: John Martin Bernard Gappy BINHI FORMATOR : Yves Yancy Detablan				
VENUE	B-305	SECTION	SA-K	SCHEDULE	T-F 0930-1100

B. COURSE DESCRIPTION

This course orients the student to an understanding of the self that functions and evolves within reciprocal and dynamic interactions involving the developing individual and the persons, objects, and systems in his or her environment. The self – with his or her biological, psychological, social and cultural attributes and resources – is deeply embedded in social, cultural and historical processes. The self is shaped by such processes in as much as the self reconfigures them. These processes occur in contexts that vary from the proximal micro systems of family, peer, and other close relationships; to the macro systems of society, culture, and historical time. Students, thus, develop a holistic understanding of the self.

The course includes a self-care component, wherein students demonstrate personal self-awareness and self-regulation, and reflexivity and self-acceptance, through informed ethical choices in addressing conflicts, dilemmas, diversities, differences, and inequalities.

Binhi Program

The Binhi Program is a formation program designed for first year students taking the SocSc 11: Understanding the Self course and Introduction to Ateneo Culture and Traditions (InTACT). It is hoped that through online *kwentuhan*, students are able to understand themselves deeper in relation to the connections shared with other people from different sectors and communities.

WHERE IS THE COURSE SITUATED WITHIN THE FORMATION STAGES IN THE FRAMEWORK OF THE LOYOLA SCHOOLS CURRICULA	
✓	FOUNDATIONS: Exploring and Equipping the Self
	ROOTEDNESS: Investigating and Knowing the World
	DEEPENING: Defining the Self in the World
	LEADERSHIP: Engaging and Transforming the World

IMPORTANT INFORMATION

- 1/ **LS-One** (Loyola Schools Virtual One Stop Student Services Hub): Welcome to this hub intended to help students maneuver around Loyola Schools - virtually for now. Take time to browse through: <https://sites.google.com/ateneo.edu/ls-one>
Need help? Email: ls.one@ateneo.edu Using the same email address, you may send **GChat messages** and chat with "OSSo" from **8:00am – 10:00pm on weekdays and 8:00am – 5:00pm on Saturdays**.
- 2/ **Our first ONSITE Orientation** : Friday 11th August 2023
- 3/ **Online Individual consultations:** For the protection of both instructors and students, **there should be a third person present during a synchronous online consultation**. The instructor and the student should each give consent for the presence of this third person. **If a consultation is to be recorded (instead of having a third person present)**, the recording must be downloaded, saved in an ADMU GDrive account, and shared with the student unaltered.
- 4/ **About Onsite + Asynchronous Learning:** The integration of asynchronous learning with onsite classes allows a **self-paced study plan within the boundaries** of the time allotted for the course. This means that deadlines are part and parcel of all types of learning, including the Canvas online version. It is therefore crucial that each student makes a schedule of study and maintains personal discipline to accomplish the learning goal.
- 5/ **Instructor and Student Engagement:** This course uses the student-centered approach to education whereby the instructor is a facilitator accompanying the self-learning practice of the student. This approach allows students to practice critical thinking all through the course instead of memorizing and rehashing the professor's ideas. In other words, the responsibility for learning depends on the student. The responsibility of the instructor is to facilitate the student's learning through the design of the course and presence both onsite (face-to-face) and online (asynchronous). Instructors have dedicated a lot of time to prepare the learning outcomes, to review content, to tailor content, and to establish strategies that enable students develop expected competencies. Instructors now journey with students in the learning process.
- 6/ **Statement about adherence to the LS Gender Policy - Ateneo de Manila adopts the following principles:** 1/ Zero-Tolerance Policy against all forms of sexual and gender-based violence and discrimination; 2/ Whole-of-University Approach in building a culture of respect for human dignity and vigilance against all forms of abuse and discrimination; 3/ Do-No-Harm Principle in extending assistance to persons who experience sexual harassment, other forms of sexual misconduct, and inappropriate behavior; and 4/ Due Process in the conduct of administrative investigations.

C. *PROGRAM LEARNING OUTCOMES

**This section does not apply to a student who is not a major of the program under which this course is administered*

Alignment of Program to the Core Curriculum Learning Outcomes

The Ideal Ateneo Graduate: A Person of Conscience Competence Compassion Commitment							
CCLO 1	CCLO 2	CCLO 3	CCLO 4	CCLO 5	CCLO 6	CCLO 7	CCLO 8

Alignment of the Course to the Program Learning Outcomes

PLO1	PLO2	PLO3	PLO4	PLO5	PLO6

D. COURSE LEARNING OUTCOMES

Alignment of the Course to the Core Curriculum Learning Outcomes

The Ideal Ateneo Graduate: A Person of Conscience Competence Compassion Commitment							
CCLO 1	CCLO 2	CCLO 3	CCLO 4	CCLO 5	CCLO 6	CCLO 7	CCLO 8
			✓ Binhi		✓✓ Soc Sc 11, Binhi		

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

Understanding Self Competences

1. To articulate one's positionality as a sense of self that is sensitive to other selves and their contexts.
2. To continuously practice relating with other people recognizing interpersonal and sociocultural dimensions.

Binhi Program Competences

1. Understand the specific contexts and connections between the self and others
2. Understand the value of getting to know other people and their context as a form of everyday activism;
3. Communicate effectively one's understanding of the multifaceted cultural contexts and identities of both the self and others

COURSE LEARNING OUTCOMES

CLO1: Describe and analyze the self from a bioecological, sociocultural, and systemic perspective

CLO2:

Conceptual: Define and exemplify the idea of the self as a holistic being with interconnected thoughts, feelings, sensations, and behaviors;

Self-Care: Develop self-awareness and self-regulation

CLO3:

Conceptual: Analyze and demonstrate the ways the self and identity develop as a product of bioecological and sociocultural interactions over time;

Self-Care: Appreciate the normative developmental processes, issues, and questions during adolescence and young adulthood in modern life.

CLO4:

Conceptual: Infer and discuss the dynamics of the self and others within close relationships;

Self-Care: Practice adaptive relating patterns

CLO5:

Conceptual: Illustrate and explain how the self is located and constructed within the intersections of gender, class, race, sexuality, spirituality, and age;

Self-Care: Demonstrate respect for sameness and difference between self and others, to develop agency vis-à-vis structures, and to negotiate identities vis-à-vis social institutions

Binhi CLOs:

Knowledge: Identify social and cultural patterns (shared beliefs, values, norms, social practices) in their assigned community and its relation to one's experience

Skills: Demonstrate socio-emotional skills (self-awareness and self management) in engaging with their assigned community; Demonstrate critical reflection of one's personal experience

Attitude: Acknowledge varied social contexts and interactions that are present in their assigned community

CLO6:

Conceptual: Apply principles and insights from the literature on self-reflexivity to transform challenges and situations in one's personal journey and process of becoming human;

Self-Care: Exercise reflexivity and self-acceptance.

E. COURSE OUTLINE and CONTACT HOURS

Course Outline	CLOs	WEEKS / Estimated Learning Hours
<p>CLASS SCHEDULE:</p> <p>COLOR CODES ONSITE Holidays = NO CLASSES</p> <p>Friday 11th August at 8.00 AM = ONSITE, PH Time Orientation / Class meet & greet</p> <p><i>Module 1 Self as Integrated Systems of Body, Mind & Affect</i></p> <p>Tuesday 15th August at 8.00 AM = ONSITE, PH Time Society makes us human. Henslin (2015), pp 65-71 (Bio) ecological models of relationships. (Bronfenbrenner's Ecological System) Rogoff, B. (2003). The Bioecological Model of Human Development. Bronfenbrenner & Morris. (2006). = Defining properties of the bio ecological model (pp 796-799)</p> <p>Friday 18th August at 8.00 AM = ONSITE, PH Time Socialization into emotions, What we feel, & Society within us. Henslin (2015), pp 76-78 Culture and Emotion. Tsai, NOBA (2023)</p> <p>Tuesday 22nd August at 8.00 AM = ONSITE, PH Time Presentation of Self in Everyday Life. Goffman, E. (1956).</p> <p>Friday 25th August = Assignment Day: Due on Friday, August 25, 2023 = ASSESSMENT 1: Group Report on Context and the 'Self'.</p> <p>29 AUGUST to 23 SEPT = BINHI</p> <p><i>Module 2 Self as Paradox</i></p> <p>Tuesday 26th September at 8.00 AM = ONSITE, PH Time Functions of Emotions. (Intrapersonal and Interpersonal functions) Hwang, H. & Matsumoto, D. (2017) What it Means to Become a Person. Rogers, C. (1970). The Inconvenient Truth about Your "Authentic" Self. Beer, J. (2020).</p> <p>Friday 29th September at 8.00 AM = ONSITE, PH Time What is emotion regulation and how do we do it?. Rolston & Llyod-Ricarhdsen, Cornell University (n.d.). = Self Care Exercise</p> <p>Tuesday 3rd October = Assignment Day : Due on Tuesday, October 3, 2023 = ASSESSMENT 2: Individual Exercise/Processing: Paradox and Complexity of the 'Self'</p> <p>MID-TERM ACADEMIC BREAK = OCTOBER 5 - 7 (THUR-SAT)</p> <p><i>Module 3 Self and Identity in Relation: Family, Peers & Society</i></p> <p>Tuesday 10th October at 8.00 AM = ONSITE, PH Time Emerging Adulthood, a Pre-adult Life-History Stage, Hochber and Konner, 2020</p> <p>Friday 13th October at 8.00 AM = ONSITE, PH Time Breaking Through the Binary, Killerman (2011) How has queer theory influenced the ways we think about gender?, Piantato (2016)</p> <p>Tuesday 17th October = TALAB</p>		

<p><u>Module 4 Self as Life Narrative</u></p> <p>Friday 20th October at 8.00 AM = ONSITE, PH Time Reconstructing and deconstructing the self, Dahl, Lutz, and Davidson (2015) Loob as Relational Interiority, Alejo (2018)</p> <p>Tuesday 24th October at 8.00 AM = ONSITE, PH Time Narrative Identity and the Life Story, McAdams (2021)</p> <p>Friday 27th October = Assignment Day: Due on Friday, October 27, 2023 = <u>ASSESSMENT 3</u>: Re-Narrating the Self: Assessing the different ways that I relate to my 'Self'</p> <p>READING WEEK + ALL SAINTS-ALL SOULS DAYS: OCT 30-NOV 4</p> <p><u>M 5 Self as developing and participating</u></p> <p>Tuesday 7th November at 8.00 AM = ONSITE, PH Time The Sociology of Habit: The Perspective of Pierre Bourdieu, Swartz (2002) Social Inequality in Urban Philippines, Manlove (2002) = Part 1 (pp. 451-456)</p> <p>Friday 10th November at 8.00 AM = ONSITE, PH Time Social Inequality in Urban Philippines, Manlove (2002) = Part 2 (pp. 457-493) Course Synthesis</p> <p>Tuesday 14th and Friday 17th November = Assignment Days: Due on Friday, November 17, 2023 = <u>ASSESSMENT 4</u>: Group Report: Structure, Agency, and the 'Self' in the context of BINHI</p> <p>BINHI BUFFER WEEK 1 = NOV 20-25</p> <p>BINHI BUFFER WEEK 2 = NOV 27-29</p> <p>BONIFACIO DAY NOVEMBER 30 (THUR)</p> <p>STUDY DAYS = DECEMBER 1-2</p> <p>FINAL ASSESSMENT DAYS = DECEMBER 4-12</p> <p>LAST DAY OF CLASSES = DECEMBER 12</p> <p>SUBMISSION OF SEM 1 GRADES = DECEMBER 15</p>		
<p>COURSE ORIENTATION (SOCSC 11 AND PROGRAM OVERVIEW OF BINHI)</p> <p>1/ SocSc 11: A. Student Centered Learning Approach B. Syllabus C. Course Introduction.</p> <p>2/ BINHI Intermodule: Self as Everyday Active A. Program Overview</p>		<p>Week 1</p> <p>ONSITE = 1.5 HRS</p>

<p>MODULE 1: SELF AS INTEGRATED SYSTEMS OF BODY, MIND & AFFECT</p> <p>Module Description & Required Readings: Locates the Self within socio-cultural structures, a product of bioecological and sociocultural interactions over time.</p> <ul style="list-style-type: none"> - Society makes us human. Henslin (2016), pp 65-71 - (Bio)ecological models of relationships. (Bronfenbrenner's Ecological System) Rogoff, B. (2003). - Defining properties of the bio ecological model Brofenbrenner & Morris. (2006), pp 796-799 - Socialization into emotions, What we feel, & Society within us. Henslin (2016), pp 76-78 - Culture and emotions, Tsai (2023), NOBA - Presentation of Self in Everyday Life. Goffman, E. (1956). <p>Friday 25th August = Assignment Day: Due on Friday, August 25, 2023 = ASSESSMENT 1: Group Report on Context and the 'Self'.</p>	CLO 2	<p>Weeks 2-3</p> <p>ONSITE = 6 HRS</p> <p>OUTSIDE CLASS = 9 HRS</p> <p>Total = 15 HRS</p>
<p>BINHI INTER-MODULE: SELF AS EVERYDAY ACTIVE</p> <p>Module Description: Demonstrate adaptive relating patterns to respect what is unique and shared for the self and for others, and to develop agency vis-à-vis structured life.</p> <p><i>*Binhi is integrated in all the course modules.</i></p> <p>Note: For S.Y. 2023-2024, the mode of area engagements will be Onsite (Off-Campus).</p> <p><i>Disclaimer: Schedule of Binhi Area Engagement is subject to change, depending on the circumstances of the partner communities. Your Binhi formator may officially consult with you during the semester if any such changes will occur.</i></p>	CLO 5	<p>Weeks 4-7</p> <p>12 HRS</p>
<p>MODULE 2: SELF AS PARADOX</p> <p>Module Description & Required Readings: Recognize the paradox of Self and Exemplify awareness of self whose thoughts, feelings, sensations, and behaviors are integrated and can be regulated.</p> <ul style="list-style-type: none"> - Functions of Emotions. (Intrapersonal and Interpersonal functions). Hwang, H. & Matsumoto, D. (2017). - What it Means to Become a Person. Rogers, C. (1970). - The Inconvenient Truth about Your "Authentic" Self. Beer, J. (2020). - What is emotion regulation and how do we do it? Rolston & Llyod-Ricarhdsen, Cornell University (n.d.). <p>Tuesday 3rd October = Assignment Day: Due on Tuesday, October 3, 2023 = ASSESSMENT 2: Individual Exercise/Processing: Paradox and Complexity of the 'Self'</p>	CLO 1	<p>Weeks 8-9</p> <p>ONSITE = 4.5 HRS</p> <p>OUTSIDE CLASS = 10.5 HRS</p> <p>Total = 15 HRS</p>
<p>MID-TERM ACADEMIC BREAK = OCTOBER 5 - 7 (THUR-SAT)</p>		

MODULE 3 : SELF AND IDENTITY IN RELATION: FAMILY, PEERS & SOCIETY Module Description & Required Readings: Evaluate the dynamics of self in proximate and social relations, especially in one's choices and identities in social class and gender. - Emerging Adulthood, a Pre-adult Life-History Stage, Hochber and Konner, 2020 - Breaking Through the Binary. Killerman (2011) - How has queer theory influenced the ways we think about gender?. Piantato (2016)		Weeks 9-10 ONSITE = 4.5 HRS OUTSIDE CLASS = 10.5 HRS Total = 15 HRS
MODULE 4: SELF AS A LIFE NARRATIVE Module Description & Required Readings: Create a personal narrative that applies the principles and insights gained throughout the course, and that demonstrates reflexivity, acceptance, belonging, and relatedness to the world in one's personal journey and process of becoming human. - Stop Looking for Your Authentic Self, Hanscom (2022). - Reconstructing and deconstructing the self, Dahl, Lutz, and Davidson (2015). - Loob as Relational Interiority, Alejo (2018). - Narrative Identity and the Life Story, McAdams (2021) Friday 27th October = Assignment Day: Due on Friday, October 27, 2023 = ASSESSMENT 3: Re-Narrating the Self: Assessing the different ways that I relate to my 'Self'	CLO 6	Weeks 11-12 ONSITE = 6 HRS OUTSIDE CLASS = 9 HRS Total = 15 HRS
MODULE 5: SELF AS DEVELOPING AND PARTICIPATING Module Description & Required Readings: Examine the normative developmental processes, issues, and questions during adolescence and young adulthood in modern life. - The Sociology of Habit: The Perspective of Pierre Bourdieu, Swartz (2002) - Social Inequality in Urban Philippines, Manlove (2002) Tuesday 14th and Friday 17th November = Assignment Days: Due on Friday, November 17, 2023 = ASSESSMENT 4: Group Report: Structure, Agency, and the 'Self' in the context of BINHI	CLO 4 & 5	Weeks 13-14 ONSITE = 6 HRS OUTSIDE CLASS = 9 HRS Total = 15 HRS
BINHI BUFFER WEEKS		Weeks 15-16 ONSITE = 4.5 HRS
Total onsite hours = 45 HRS Total outside class hours = 45		TOTAL LEARNING HOURS = 90
STUDY DAYS = DECEMBER 1-2		Week 17
FINAL ASSESSMENT DAYS AND FINAL DAY OF CLASSES		Weeks 18-19
Submission of Sem1 Grades		December 15

F. ASSESSMENTS AND RUBRICS

Assessment Tasks	Assessment Weight	CLOs
ASSESSMENT 1: Due on Friday, August 25, 2023 = Group Report on Context and the 'Self'.	20%	CLO 2
ASSESSMENT 2: Due on Tuesday, October 3, 2023 = Individual Exercise/Processing: Paradox and Complexity of the 'Self'	20%	CLO 1
ASSESSMENT 3: Due on Friday, October 27, 2023 = Re-Narrating the Self: Assessing the different ways that I relate to my 'Self'	25%	CLO 1,2,5,6
ASSESSMENT 4: Due on Friday, November 17, 2023 = Group Report: Structure, Agency, and the 'Self' in the context of BINHI	20% (15% SocSc11 course and 5% BINHI Integration)	CLO 3, 4
ASSESSMENT 5: BINHI PROGRAM I. Pre-Engagement Phase: <ul style="list-style-type: none"> • Program Orientation • Integration Session II. Area Engagement III. Post-Engagement Phase: <ul style="list-style-type: none"> • Processing Session • Evaluation IV. SocSc11-Binhi integration questions (prompts/questions at the end of each module for students to further reflect on the key concepts learned from the course based on their Binhi experience)	15%	CLO 5
	TOTAL = 100 POINTS	

RUBRICS:

1. General Rubrics for SocSc 11 assessments:

CRITERIA	UNDEVELOPED	DEVELOPING	SKILLED
APPLICATION OF COURSE LESSONS Student presents evidence that s/he has learned the key lessons of the course in all six modules, and can apply them directly to one's life.	Minimal application. None or limited to description of general opinions without clear evidence of what was learned from the course.	Some application. Able to identify some key lessons that directly apply to aspects of one's life.	Critical application. Able to critically evaluate (questioning, examining more closely) one's personal assumptions, habits, values and social location in light of course lessons.
DESCRIBING EXPERIENCE Student provides a description of the experience, observation, activity, reading, etc. upon which he or she is reflecting	Unclear and vague	Clear but general	Clear and focused on the specific aspects that challenge the student
GENERATING INSIGHTS Student realizes beyond the application of lessons to one's life, which can lead to plans for future action.	Minimum insights. Students reflection is entirely backward looking, with no indication of how the student will use the insights and skills gained.	Some insights. Student has generalized statements regarding how the reflection will direct future actions or beliefs.	Excellent insights. Student provides concrete plans for further action or reflection for a specific purpose such as developing skills, improving self-understanding, or refining belief systems.
INTEGRITY OF WRITING Students write clearly, develop their narrative coherently, and use proper citations of readings assigned during the course.	Minimum integrity. Student writes in unclear language, incoherently, and does not use the appropriate citations for sources.	Some integrity. Student writes in fairly clear language, develops an understandable argument or coherent flow, or makes some citations for sources	High Integrity. Student writes very clearly, develops a coherent argument and flow, and makes the appropriate citations for sources

2. ADMU Adapted Rubrics for scoring / grading of SocSc 11 assessments

	Outstanding Performance 92-100	Excellent Performance 87-91	Good Performance 83-86	Above Satisfactory 79-82	Satisfactory 75-78	Compliant 70-74	F 0-69
Application of Course Lessons	Outstanding comprehensive definition and application of course lessons.	Excellent definition and application of course lessons	Good definition and average application of course lessons	Above satisfactory definition and minimum application of course lessons	Satisfactory definition and inconsistent application of course lessons	Compliant sketchy definition and no application of course lessons	
Describing Experience	Clear and focused. Goes beyond parameters.	Clear and focused. Meets parameters.	Clear but general. Partially meets parameters (80%).	General. Partially meets parameters (60%)	Unclear and vague. Partially meets parameters (40%)	Unclear and vague. Partially meets parameters (20%)	
Generating Insights	Excellent. Goes beyond parameters.	Excellent. Meets parameters.	Some insights. Partially meets parameters (80%).	Some insights. Partially meets parameters (60%).	Minimum insights. Partially meets parameters (40%).	Minimum insights. Partially meets parameters (20%).	
Integrity of Writing	High integrity. Goes beyond parameters.	High integrity. Meets parameters.	Some integrity. Partially meets parameters (80%).	Some integrity. Partially meets parameters (60%).	Minimum integrity. Partially meets parameters (40%).	Minimum integrity. Partially meets parameters (20%).	

3. BINHI Program Activities and Rubrics

Program Phases	Criteria	Percentage
PRE-ENGAGEMENT <ul style="list-style-type: none"> Program Orientation (PO) Integration Session (IS) (Graded by the formator)	Student shared their insights and expectations on the Binhi Program (PO)	1%
	Student identified at least 5 topics with specific questions and a rapport-building/icebreaker activity for the Area Engagement (IS)	2%
AREA ENGAGEMENT (Graded by the formator)	Student effectively engaged with the Binhi community (built rapport, shared and listened to stories, got to know community members through kwentuhan)	6%
POST-ENGAGEMENT <ul style="list-style-type: none"> Processing Session (Graded by the formator)	Student effectively established connections and disconnections shared with their Binhi community and related the socio-cultural patterns and practices observed in their Binhi community to one's own experience	1%
	Student was able to reflect on pakikipag-kwentuhan as a form of Everyday Activism and identified possible opportunities to practice Everyday Activism	2%
	Student submitted the final output on Canvas following the guidelines	1%
PEER EVALUATION (Graded by the student)	Student actively participated and provided valuable contributions in the tasks, engagements, and output	2%
SOCSC11-BINHI INTEGRATION QUESTIONS (Graded by the SocSc 11 instructor)	Application of concepts: Student is able to apply the concepts from the module / utilize the Binhi experience	5%
	Clarity: Student articulates the SocSc11 and Binhi integration coherently	
	Conclusion: Student presents a conclusive argument of the SocSc11, and Binhi integration	
	TOTAL	20%

G. TEACHING and LEARNING METHODS

(Based on Diana Laurillard's Six Types of Learning)

TEACHING & LEARNING METHODS and ACTIVITIES	CLOs
Acquisition: lecture, podcast, reading, websites, videos (the teacher controls the narrative of learning)	CLO 1,2,3,4, 5,6
Collaboration: discussion, practice, and producing together, knowledge building with peers	
Discussion: learner articulates ideas and questions, challenge and respond to ideas and questions from teacher, develop more conceptual understanding	
Practice: adapt actions to the task goal, use feedback to improve next action. Individual basis - self-reflection on the lesson.	
Production: consolidate what was learned by articulating their current conceptual understanding and how they used it in practice	

The Student-Centered Learning Process

The student is responsible for: engaging with the content, planning how and when to learn, and 'activating' the process of learning.

The teacher is responsible for: preparing the process of learning, selecting appropriate readings, following students' engagement with learning, and evaluating students' competences.

Student-centered learning focuses on 'higher order thinking skills' (see Bloom's taxonomy).

Learning Method

Step 1/ Individual study of required readings.

Step 2/ Onsite meetings:

Small group discussions: share your insights and make a brief summary of what you have understood. # Formulate questions for clarification of concepts and for deepening of the topics. # Share insights and questions with the class. # Lecture = responding to questions and deepening of topics.

Step 3/ Assessments = 'exams' = for evaluation. Feedback = another layer of learning opportunity.

H. REQUIRED READINGS

Alejo, Albert. 2018. 'Ang Loob ng Tao.' Social *Transformations: Journal of the Global South*.

Beer, J. (2020) The Inconvenient Truth about Your "Authentic" Self. *Scientific American blog network*: <https://blogs.scientificamerican.com/observations/the-inconvenient-truth-about-your-authentic-self/>

Bronfenbrenner, U., & Morris, P. A. (2006). The Bioecological Model of Human Development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology: Theoretical models of human development* (pp. 793–828). John Wiley & Sons, Inc.

Dahl, C.J., Lutz, A., & Davidson, R.J. (2015). Reconstructing and deconstructing the self: cognitive mechanisms in meditation practice. *Trends in Cognitive Sciences* (19) 9.

Goffman, E. (1956). *The presentation of self in everyday life*. Edinburgh: University of Edinburgh. pp. 1-9.

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- Manlove, Robert Fletcher. 2003. Social Inequality in Urban Philippines. *Kroeber Anthropological Society Papers*. 89/90. pp. 75-115.
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- Piantato, G. (2016). How has queer theory influenced the ways we think about gender?. *Working Paper of Public Health*, 5(1).
- Pogosyan, M. (2018). How culture shapes emotions. Psychology Today: <https://www.psychologytoday.com/us/blog/between-cultures/201803/how-culture-shapes-emotions>
- Rogers, C. (1970). *On becoming a person: A therapist's view of psychotherapy*. Boston: Houghton Mifflin Company. Chapter 6: What it means to become a person, pp 107-124.
- Rogoff, B. (2003). *The cultural nature of human development*. New York, NY: Oxford University Press. Bronfenbrenner's Ecological System, pp. 44-48.
- Rolston, A. & Lloyd-Richardson, E. (n.d.) What is emotion regulation and how do we do it? Cornell research program on self-injury and recovery: <https://selfinjury.bctr.cornell.edu/perch/resources/what-is-emotion-regulationsinfo-brief.pdf>
- Swartz, D.L. (2002). The Sociology of habit: The perspective of Pierre Bourdieu. *The Occupational Therapy Journal of Research*, (22), pp. 61S-69S.
- Tsai, J. (2023). Culture and emotion. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers. Retrieved from <http://noba.to/gfqmxytw>

I. SUGGESTED READINGS

- Alampay, L.P. (2014). Parenting in the Philippines. In H. Selin and P. Schvaneveldt (Eds.), *Parenting Across Cultures: Childrearing, Motherhood and Fatherhood in Non-Western Cultures*. The Netherlands: Springer.
- Arnett, Jeffrey Jensen. (2015) Socialization in emerging adulthood: From the family to the wider world, from socialization to self-Socialization. In Joan E. Grusec Paul D. Hastings (Eds.), *Handbook of Socialization : Theory and Research, Second edition*. London: The Guilford Press, pp. 92-103.
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J. GRADING SYSTEM: A (92-100), B+ (87-91), B (83-86), C+ (79-82), C (75-78), D (70-74) & F (69 and below).

K. CLASS POLICIES

Standard Class Policies:

- 1/ Students abide by the Ateneo de Manila University's standards for academic integrity.
- 2/ Students comply with course requirements within the semester via the Canvas learning management system. Please note the rules regarding completion should an INC be incurred by the student.
- 3/ ATTENDANCE/ABSENCE. Students are allowed a maximum of 3 absences. Excusable absences are not counted towards the maximum number of allowed absences. Please note the excusable absences and provide official documentation for them: physical illness (including Covid-19 in the family), psycho-emotional and mental health concerns, family and other emergencies, internet connectivity issues, and student representation of university. Exceeding the allowed absence will merit a final grade of W. As university students, you are expected to take note of your own absences; the teacher and formator will not remind you.

Moreover, a student must go through ALL Binhi program phases (i.e. Preparatory Session, Kwentuhan, and Processing Session) to complete the Understanding the Self course. Because Binhi is the praxis component of SocSc11, students are expected to be present during the scheduled Binhi activities. If a student incurs an absence, the student still needs to complete the Binhi activity that was missed.

- a. *Excused absence:* The student gets credit/grade for the completed activity.
- b. *Unexcused absence:* The student will NOT get credit/grade for the completed activity, but still needs to complete the missed activity to get a grade in SocSc11.

Failure to complete the activities in these three phases, will merit an INC in Binhi, and thus an INC in SocSc11.

- 4/ All correspondences must be made using official Ateneo email addresses.
- 5/ Consult the faculty and formator if you have concerns about the course.
- 6/ Consult LS One if you have general student concerns: www.ateneo.edu/lsone
- 7/ Consult the Office of Health Services for guidance on self-reporting of COVID-19 related illnesses: Mobile number: 0918-9445997 Email: healthservices.ls@ateneo.edu
- 8/ Consult the Office of Guidance Counselling for guidance services: guidance.ls@ateneo.edu
- 9/ For a general awareness of Ateneo's code of decorum: <http://ateneo.edu/policies/code-decorum-investigation-sexual-harassment/faqs>.
- 10/ For a general awareness of Ateneo's gender policy: <http://www.ateneo.edu/ls/ls-gender-policy>

L. CONSULTATION HOURS

Kindly set an appointment in advance. The course instructor / Binhi formator will arrange for a F2F or Zoom meeting for the consultation.

NAME OF FACULTY	EMAIL	DAY/S	TIME
John Martin Bernard Gappy (Course related matters)	jgappy@ateneo.edu	Wednesdays	0800-1000
Yves Yancy Detablan (Binhi related matters)	ydetablan@ateneo.edu	Mondays	1000-1200 1300-1500

M. ADDITIONAL NOTES

Reference:

Core Curriculum Learning Outcomes (CCLOs)

LEGEND:	
CCLO 1	Demonstrate effective communication skills (listening and speaking, reading and writing) in English and Filipino.
CCLO 2	Evaluate information and issues in various spheres of life using mathematical reasoning and statistical tools to process and manage data.
CCLO 3	Propose ways to address pressing social and ecological problems using appropriate critical approaches and scientific thinking
CCLO 4	Develop a creative and moral imagination that is responsive to contemporary global realities and challenges, but also deeply rooted in local histories, conditions, norms, and institutions.
CCLO 5	Internalize the significance and value of her/ his unique existence and purpose in life in light of Christian faith.
CCLO 6	Discern life choices with a keen awareness of ethical dilemmas and considerations.
CCLO 7	Exemplify a commitment to enhancing human life and dignity, especially those who are excluded and in greatest need.
CCLO 8	Practice a vision of leadership and committed citizenship rooted in Christian humanism.