



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
Isulan, Sultan Kudarat
College of Industrial Technology



Syllabus in Cultures of Mindanao
1st Semester S.Y. 2024-2025

UNIVERSITY VISION

A leading university that advances scholarly innovation, multi-cultural convergence, and responsive public service in a borderless region.

UNIVERSITY MISSION

The University shall primarily provide advance instruction and professional training in science and technology, agriculture, fisheries, education and other related field of study. It shall undertake research and extension services, and provide progressive leadership in its area of specialization.

UNIVERSITY GOAL

To produce graduates with excellence and dignity in arts, science and technology.

UNIVERSITY OBJECTIVES

- a. Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services;
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region;
- c. Strengthen local and international collaborations and partnerships for borderless programs;
- d. Develop a research culture among faculty and students;
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards;
- f. Promote research-based information and technologies for sustainable development;
- g. Enhance resource generation and mobilization to sustain financial viability of the university.

Program Objectives and its relationship to University Objectives:

PROGRAM OBJECTIVES (PO)		UNIVERSITY OBJECTIVES						
A graduate of BS in Information Science (BSIS) can:		a	b	c	d	e	f	G
a. Employ theoretical and practical skills in innovating latest technology in computing;		/	/	/	/	/	/	/
b. Design and implement business information system;		/	/	/	/	/	/	/
c. Promote the advancement of industry-based services and technology that contributes to the development of the community; and		/	/	/	/	/	/	/
d. Demonstrate the code of conduct as well as social and legal aspects of information system.		/	/	/	/	/	/	/

1. Course Code : GE 711
2. Course Title : Cultures of Mindanao
3. Prerequisite : None
4. Credits : 3 units

5. Course Description :

This course Cultures of Mindanao discuss the people’s cultural diversities of living people in Mindanao. It is expose students outside of their own cultures, beliefs and traditions to make them more understand that people are different from them in various forms but, not to stop them from getting to know them better. Students are given opportunities to analyze and compare different aspects of life, identity the other’s culture and examine and analyze the discussions and other related activities presented in the class. The discussions will tackle traditional topics in cultures and ethnicities that will deepen and broaden their understanding of one’s uniqueness and differences in lifestyle such as religious beliefs, tradition, culture and the like. Thus, the end goal is to awaken the critical consciousness and awareness of the students towards cultural diversities in Mindanao, to build rapport among them to respect one another. So that, everybody can live peacefully and happily ever.

6. Course Learning Outcomes and its Relationship to Program Objectives

Course Learning Outcomes	Program Objectives						
At the end of the semester, the students can:	a	b	c	d	e	f	g
a. include the SKSU VMGO, classroom policies, course overview, course requirements, grading system.	/				/	/	
b. define what are Culture, Mindanao and Cultures in Mindanao	/		/		/	/	

c. identify Islam, Christianity, Judaism, and Buddhism as major religions in Mindanao as long as their different religious sects/groups, beliefs, customs and traditions etc..	/	/			/	/	
d. enumerate the different ethno-linguistic groups of Bangsamoro, Indigenous Peoples (IP's), Christians and Judaism with respect to their religious beliefs, customs and traditions of family houses, lifestyle, ethnics/tribes, dialect(s) used, places of origin, population, occupation/livelihood, fashion/wearing, dress/clothing, special cuisine/delicacies/favorite foods they eat, epic songs, dances and instruments, rituals, superstitious beliefs celebrated special days: holidays, birth baptismal/birthday, fiestas/festivals, courting, marriage(s) and their death/burial belief and traditions.	/						
e. establish rapport to anyone regardless of people's cultural diversities locally found not only in Mindanao but also found nationally and globally as a whole	/		/		/	/	
f. respect one another, live in the absent of fear, chaos, conflict and even war; and	/		/		/	/	
g. observe mutual understanding among other, live peacefully and happily ever in the community	/		/		/	/	

Course Objectives, Topics, Time Allotment	Desired Student Learning Outcomes	Outcomes-Based Assessment (OBA) Activities	Evidence of Outcomes	Course Learning Outcomes	Program Objectives	Values Integration
Topic : SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System (1 hours)						
1.1 Discuss the VMGO of the University, classroom policies, scope of the course, course requirements and Grading system	1.1 Students can be aware of and appreciate the University's VMGO, Classroom Policies, Course Overview, requirements and grading system.	Individual participation in class discussion	Rubric score cards of class participation accomplished by the instructor	b, d, e, f & g	a, c, e, & f	Awareness, appreciation and acceptance
Topic: Introduction to Cultures in Mindanao (15 hours)						
2.1. Overview of Mindanao's Cultural Landscape <i>To provide a foundational understanding of the diverse cultures present in Mindanao.</i>	The students can: -Identify the major cultural groups in Mindanao and their geographic locations. -Describe the general cultural characteristics of these groups.	-Lecture on the cultural diversity of Mindanao. -Reading and summarizing texts on the different cultural groups in	-Participation in class discussions. -Written summaries of readings on Mindanao's cultural landscape.	d, e, f & g	a	Remembering and learning the past. Being resourceful, attentive using their critical thinking.

<p>2.2. The Influence of Religion and Spirituality <i>To understand the impact of religion and spirituality on the cultures of Mindanao.</i></p>	<p>-Explain the major religions and spiritual beliefs practiced in Mindanao.</p> <p>-Analyze how these religious and spiritual beliefs influence cultural practices and social norms.</p>	<p>Mindanao.</p> <p>-Case studies on the role of religion and spirituality in various Mindanao cultures.</p> <p>-Group discussions on the influence of these beliefs on cultural practices.</p>	<p>-Written case study analyses.</p> <p>-Participation in group discussions.</p>			<p>Understanding and relatedness</p>
<p>2.3. Language and Communication in Mindanao <i>To examine the linguistic diversity and communication practices across Mindanao's cultures.</i></p>	<p>- Identify the major languages spoken in Mindanao and their cultural significance.</p> <p>-Discuss how language influences communication and cultural expression in Mindanao.</p>	<p>-Research and presentation on the languages and dialects of Mindanao.</p> <p>-Group discussions on the role of language in cultural communication and identity</p>	<p>-Research presentation slides and reports.</p> <p>-Participation in group discussions.</p>			
<p>2.4. Cultural Festivals and Practices <i>To explore the various cultural festivals and practices celebrated in Mindanao.</i></p>	<p>-Describe significant cultural festivals and practices in Mindanao.</p> <p>-Analyze the cultural and social significance of these festivals and practices.</p>	<p>-Research and presentation on notable festivals and cultural practices in Mindanao.</p> <p>-Group discussions on the impact of these festivals on community cohesion and cultural identity.</p>	<p>-Research presentation slides and reports.</p> <p>-Participation in group discussions.</p>			
<p>2.5. Current Issues and</p>	<p>-Identify current issues</p>		<p>-Written case study</p>			

Cultural Preservation <i>To address contemporary issues affecting Mindanao's cultures and efforts toward cultural preservation.</i>	impacting the preservation of Mindanao's cultural heritage. -Discuss efforts and strategies for preserving and promoting cultural diversity in Mindanao.	-Case studies on challenges and initiatives related to cultural preservation. -Group discussions on strategies for supporting cultural heritage in Mindanao.	analyses. -Participation in group discussions			
Topic: The Different Ethno-Linguistic Groups of Bangsamoro (17 hours)						
3.1. Overview of Bangsamoro Ethno-Linguistic Groups <i>To provide an introduction to the various ethno-linguistic groups within the Bangsamoro region.</i>	The students can: - Identify the major ethno-linguistic groups in the Bangsamoro region. -Describe the geographical distribution and demographic characteristics of these groups	-Lecture on the ethno-linguistic diversity in Bangsamoro. -Reading and summarizing texts on the different ethno-linguistic groups.	- Participation in class discussions. -Written summaries of readings on Bangsamoro's ethno-linguistic groups.	a, b, c, e, & g	a, c, e, & f	Awareness, love, respect, understanding, relatedness, rapport, care, friendship, peace, happy and harmony
3.2. The Moro People <i>To explore the Moro people, including their cultural practices, languages, and social structures.</i>	-Describe the main Moro groups, such as the Maranao, Maguindanao, and Tausug, including their cultural practices and languages. -Analyze the social structures and traditions unique to each Moro group.	- Research and presentation on the cultural practices and languages of the Moro groups. -Group discussions on the social structures and traditions of the Moro people.	- Research presentation slides and reports. -Participation in group discussions.			
3.3. The Indigenous Peoples of Bangsamoro <i>To understand the indigenous</i>	- Identify key indigenous groups in Bangsamoro, such as the Teduray,	- Case studies on the indigenous groups and their	- Written case study analyses.			

<p><i>peoples of Bangsamoro and their cultural heritage.</i></p> <ol style="list-style-type: none"> 1. Maguindanaon 2. Maranao 3. Tausug 4. Iranun 5. Yakan 6. Subanon 7. Badjao 8. Jama-Mapun 9. Sangi;l 10. Palawanon 	<p>Manobo, and B'laan.</p> <ul style="list-style-type: none"> -Discuss their traditional practices, languages, and social organization. - Identify and describe the major languages and dialects spoken by the ethno-linguistic groups. 	<p>cultural practices.</p> <ul style="list-style-type: none"> -Group discussions on the impact of modernization on these communities. - Research and presentation on the languages and dialects of Bangsamoro. 	<ul style="list-style-type: none"> -Participation in group discussions. -Research presentation slides and reports. 			
<p>3.4. Languages of Bangsamoro</p> <p><i>To examine the languages spoken by the ethno-linguistic groups in Bangsamoro.</i></p>	<ul style="list-style-type: none"> -Analyze the role of language in cultural identity and communication within these groups. 	<ul style="list-style-type: none"> -Group discussions on the impact of language on cultural preservation and communication. 	<ul style="list-style-type: none"> -Participation in group discussions. 			
<p>3.5. Cultural Festivals and Traditions</p> <p><i>To explore the cultural festivals and traditions celebrated by the ethno-linguistic groups in Bangsamoro.</i></p>	<ul style="list-style-type: none"> - Describe significant festivals and traditional practices of various ethno-linguistic groups. -Analyze the cultural significance and social functions of these festivals and traditions. 	<ul style="list-style-type: none"> - Research and presentation on festivals and traditional practices. -Group discussions on the role of these festivals in maintaining cultural heritage. 	<ul style="list-style-type: none"> -Research presentation slides and reports. -Participation in group discussions. 			
<p>3.6. Contemporary Issues Facing Ethno-Linguistic Groups</p> <p><i>To address contemporary issues affecting the ethno-linguistic groups in Bangsamoro.</i></p>	<ul style="list-style-type: none"> -Identify current challenges faced by ethno-linguistic groups, such as socio-economic issues and cultural preservation. -Discuss efforts and strategies to address these issues and support 	<ul style="list-style-type: none"> - Case studies on contemporary issues affecting Bangsamoro's ethno-linguistic groups. -Group discussions on solutions and strategies for 	<ul style="list-style-type: none"> - Written case study analyses. -Participation in group discussions. 			

	these communities.	supporting these communities.				
Topic: Christian Ethnic Groups in Mindanao: Indigenous and Immigrant (18 hours)						
4.1. Introduction to Christian Ethnic Groups in Mindanao <i>To provide an overview of the Christian ethnic groups in Mindanao, including both indigenous and immigrant communities.</i>	The students can: - Identify and describe the major Christian ethnic groups in Mindanao. - Discuss the geographic distribution and demographic characteristics of these groups.	- Lecture on the diversity of Christian ethnic groups in Mindanao. - Reading and summarizing texts on the indigenous and immigrant Christian groups in Mindanao.	- Participation in class discussions. - Written summaries of readings on Christian ethnic groups in Mindanao.	a, b, c, e, & g	a, c, e, & f	Awareness, love, respect, understanding, relatedness, rapport, care, friendship, peace, happy and harmony
4.2, Indigenous Christian Ethnic Groups in Mindanao <i>To explore the indigenous Christian ethnic groups in Mindanao, focusing on their cultural practices, languages, and adaptation of Christianity. (Igorot, Mamanwa, Negrito, T'boli, Mangyan, B'laan, Gadding, Mandaya, Ibanag, Kaolo, Ilongots, Ata, Bagobo, Teduray, Manobo)</i>	- Describe the indigenous Christian groups in Mindanao, such as the Manobo, Bagobo, and Subanen, including their cultural practices and traditions. - Analyze how these groups have integrated Christianity with their traditional beliefs and practices.	- Research and presentation on indigenous Christian ethnic groups in Mindanao and their cultural practices. - Group discussions on the impact of Christianity on their traditional beliefs.	- Research presentation slides and reports. - Participation in group discussions.			
4.3. Immigrant Christian Ethnic Groups in Mindanao <i>To examine the immigrant</i>	- Identify major immigrant Christian groups in Mindanao, such as the Visayan, Ilocano, and Chinese communities. - Discuss their cultural backgrounds, contributions to the local culture, and integration	- Research and presentation on immigrant Christian ethnic groups in Mindanao and their cultural influences. - Group discussions on the integration	- Research presentation slides and reports. - Participation in group discussions.			

<p><i>Christian ethnic groups in Mindanao, including their cultural backgrounds, contributions, and integration into local society. (Tagalog, Bicolano, Kapangpangan, Ilocano, Antiquenio, Aklanon, Cebuano, Ilongo. Chinice, abd Indian/Hinduism</i></p> <p>4.4. Language and Communication Among Christian Ethnic Groups in Mindanao <i>To explore the languages spoken and communication practices among Christian ethnic groups in Mindanao.</i></p> <p>4.5. Cultural Festivals and Traditions in Mindanao <i>To explore the cultural festivals and traditions celebrated by Christian ethnic groups in Mindanao.</i></p>	<p>into Mindanaoan society.</p> <p>-Identify the primary languages and dialects spoken by both indigenous and immigrant Christian groups in Mindanao.</p> <p>-Analyze how language influences cultural identity and social interactions among these groups.</p> <p>- Describe significant festivals and traditional practices of indigenous and immigrant Christian groups in Mindanao.</p> <p>-Analyze the cultural and social significance of these festivals and practices within the context of Mindanaoan society.</p> <p>- Identify current socio-economic, political, and cultural challenges affecting Christian ethnic groups in Mindanao.</p> <p>-Discuss efforts and strategies to address</p>	<p>and impact of these immigrant communities.</p> <p>- Research and presentation on the languages and communication practices of Christian ethnic groups in Mindanao.</p> <p>-Group discussions on the role of language in maintaining cultural identity and fostering community relations.</p> <p>- Research and presentation on cultural festivals and traditions of Christian ethnic groups in Mindanao.</p> <p>-Group discussions on how these festivals reflect cultural identity and community values.</p> <p>- Case studies on contemporary issues faced by Christian ethnic groups in</p>	<p>-Research presentation slides and reports.</p> <p>-Participation in group discussions.</p> <p>- Research presentation slides and reports.</p> <p>-Participation in group discussions.</p> <p>- Written case study analyses.</p> <p>-Participation in group discussions.</p>			
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4.6. Contemporary Issues and Challenges Facing Christian Ethnic Groups <i>To address contemporary issues and challenges faced by Christian ethnic groups in Mindanao.</i>	these challenges and support the well-being of these communities.	Mindanao. -Group discussions on potential solutions and strategies for supporting these communities.				
Number of Hours	51 hours (Lecture) 3 hours (Exam)					
Total Number of Hours	54 hours					

8. Course Evaluation

Course Requirements: The following are the course requirements:

- Reflection Papers
- Community Immersion (If possible)

Grading System:

MIDTERM		FINAL TERM	
Exam	50%	Exam	50%
Quizzes	15%	Quizzes	15%
Attitude	5%	Attitude	5%
Attendance	10%	Attendance	10%
Reporting	20%	Reporting	5%
	100%		100%
MTG+FTG/2=FG			

Schedule of Examination:	Midterm	-	March 15-17, 2023
	Final Term	-	May 15-17, 2023
	Classes End	-	

References: (10 or more references)

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2. Uychoco, M.T. A. & Santos M. L. (2018). Communication for Society, 1st Edition Nicanor Reyes Sr. St., C.M. Recto Avenue, Manila Philippines.
3. Serafica, J.P.J., Pawilen, G.T. et. al. (2018). Science, Technology and Society, 1st Edition Nicanor Reyes Sr. St., C.M. Recto Avenue, Manila Philippines.
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9. Agoncillo, Teodoro. (2012). History of the Filipino People. 8th Edition. Quezon City: University of the Philippines.
10. Alonta, V.C. & Candelaria, J.I.P. (2018). Readings in the Philippines History. Rex Bookstore. Manila Philippines.
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12. Querol, Mariano. (1974). A Nation in the Making: The Philippines and the United States.

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