

UNIT 1: LESSON 2

OBSERVATION ABOUT SOCIAL, POLITICAL BEHAVIOR, AND PHENOMENA

A. Food Taboos - A food taboo is a prohibition against consuming certain foods.

- Forbidden

- These food taboos or prohibitions may be associated with special events such as childbirth, pregnancy, menstrual period or breast feeding.

- In some cases, dietary rules are thought to be a result of health considerations or other practical reasons.

- Some foods may be prohibited during certain religious periods like during the Holy Week, at certain stages of life such as when one is pregnant, or to certain classes of people like priests or religious people, even though the food is otherwise permitted.

UNIT 1: LESSON 2 (cont)

Some dishes that consider illegal: "batcha" "pagpag" "double-dead meat"

1. Republic Act No. 8485 - declares that it is completely "illegal to slaughter a dog or cat for personal trade or slaughtering a dog or cat for commercial trade and consumption.

2. Any meat of animals considered as endangered. Meat of monkeys, tortoise (pawikan), monitor lizards (bayawak), or rare birds are unacceptable to eat either by public standards or by law.

3. Any food that violates human dignity because they are not anymore acceptable for human consumption by public opinion. Such are like the "double-dead meat" or "-botcha" pork, beef and chicken meat coming from previously already dead animals butchered to be sold for human consumption at significantly low prices compared to the fresh ones. Another is the "pagpag" which are food that are left over chicken or pork from restaurants salvaged and remade into another dish.

B. The Standby (Istambay) Phenomenon - The Filipino term "istambay" is derived from the English idiom "on standby". *Istambay* is a localized version of standby, which over the years has developed a set of peculiar characteristics that signify a particular subsector in Philippine society.

UNIT 1: LESSON 2 (cont)

- One definition of istambay is: "A person who does not have work and who usually hangs-out on street corners."

C. Political Dynasty - Another interest of issue in the country is about political dynasty, a phenomenon with socioeconomic undertones.

- Political dynasties which refer to families whose members are engaged in politics have been in the Philippine political structure since the past.

D. Philippine Elections - **Opposition** – inherent decision of democracy

UNIT 1: LESSON 3

MAJOR SOCIAL CHANGES IN THE 21ST CENTURY

Texting Technology

- **Text messaging** - or simply texting can be done by composing and sending electronic messages from one person to another using mobile phones or portable devices over a phone network.



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UNIT 1: LESSON 3 (cont)

- Technically, the term refers to messages sent via the Short Message Service (SMS). Nowadays, the technology has expanded to include multimedia messages (MMS) including image, videos, and sound content, as well as ideograms, commonly known as emoji.

Selfie Phenomenon

- **Selfie** - has been defined as a self-portrait photograph, normally shot with a digital camera or camera phone held in the hand or braced by a selfie stick.

UNIT 1: LESSON 4

SOCIOLOGY, ANTHROPOLOGY, AND POLITICAL SCIENCE

- **Sociology** - Deals with the study of society and social interactions taking place.
- It also deals with the origin evolution and development of human society.
- It is focused on all kinds of social interactions, social relationships, social organizations, structure and process.

Areas of Sociology



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UNIT 1: LESSON 4 (cont)

> **Social Organization** - Includes the study of social groups, social institutions, social stratification, mobility, ethnic relations, and bureaucracy.

> **Social Psychology** - Tackles human behavior or nature as a result of group life, personality formation, social attitude and collective behavior.

> **Social Change, Social Organization and Social Disorganization** - Deals with the study of changes in the society and culture and the factors resulting from such change. It also studies crime, delinquency, family conflict, poverty, subversion, unemployment and a wide range of current social issues and problems.

> **Human** - Studies the behavior of a given population and its relationship to present social institutions.

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> **Population** - Is concerned with population size, composition, change and quality and on how they influence the economic, political, and social systems.

> **Sociological Theory and Method** - Is concerned with the application of the results of sociological studies to solve a various human problem.

▪ **Anthropology** - Anthropology's goal is to describe and explain human variation or the observed similarities and differences in people through time and across space.

- Anthropology draws and builds upon knowledge from the social biological sciences as well as the humanities and physical sciences to understand the full sweep and complexity of cultures across all of human history.

Anthropo - Man

Branches of Anthropology

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UNIT 1: LESSON 4 (cont)

> **Cultural Anthropology** - Studies human cultures, beliefs, ideas, technologies, economies, practices, values, and other spheres of social and rational organization. This branch is primarily based on cultural understanding gained through actual experiences, or participant observations of human populations.

> **Physical Anthropology** - Deals with the biological and behavioral aspects of human beings.

> **Archaeology** - Studies both the ancient and recent past of humans through the material remains such as artifacts, fossils, and bone fragments.

> **Linguistic Anthropology** - Studies the relations between language and culture in relation to human biology, human reasoning and human language.

UNIT 1: LESSON 4 (cont)

> **Applied Anthropology** - Deals with the application of facts, perspectives, theories and procedures in identifying, assessing, and solving social problems.

▪ **Political Science** Study of the state and government. It is concerned about policies of the government.

- **Aristotle** - politics defined political science as the study of the state, ancient philosopher.

- It deals comprehensively with the theory and practice of politics it also focuses on the political systems, political behavior and political culture.

- **State** – (people) more powerful than the government.

- **Government** – represent the state

Major Subdivisions of Political Science

UNIT 1: LESSON 4 (cont)

> **Political Theory** - Focuses on the ideas of classical thinkers such as Aristotle, Niccolo Machiavelli, Cicero, and Plato among others.

> **Comparative Politics** - Deals with the incisive evaluation and comparison of the doctrines of various constitutions, of political actors, legislature and other allied fields.

• Doctrines of Constitution (most famous) – **Federalism**: different states with specified laws.

• Unitary System

> **Public Administration** - Focuses on the implementation of government policies, the academic disciplines involved the principles governing civil servants working in the government.

> **International Relations** - Delves on nation: state's interactions including intergovernmental and transnational organization. A huge deal.



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UNIT 1: LESSON 4 (cont)

> **Law** - Governs the relationships between individuals and the government, and the relationship of individuals among themselves directly affecting society. Interaction between people and government.

Constitution highest law

Ordinance lowest law

Ordinance is unconstitutional

Why it became an ordinance? Regional Trial Court - Court of Appeals - Supreme Court

> **Political Methodology** - Focuses on the quantitative methods used in the study of politics combining statistics, mathematics and formal theory.

Example: When we will be back to normal? – based on data

UNIT 2: LESSON 1

SOCIETY

Society - Interacting with each other and having a common culture; sharing common geographical or territorial domains, and having relatively common aspirations.

UNIT 2: LESSON 1 (cont)

Theories on Human Society

- Even before sociology was born there have been many concepts developed focusing on human society. In the beginning of human civilization, early philosophers have already dealt with society, looking into its structure in the attempt to solve its variety of problems that emerge every time. Social philosophers have already predicted, since then, that a study on behavior would someday emerge.

▪ **Plato** - In his Republic Plato (427-347 BC) laid his standards for an ideal society ruled by philosopher-kings assisted by equally and intellectually gifted "guardians."

▪ **Aristotle** - In his work "Politics" Aristotle (384-322 BC) stated that man is self-sufficient and that those who are unable to live in society and have no needs in life must be either "beasts" or "gods."

UNIT 2: LESSON 1 (cont)

▪ **St. Augustine** - According to St. Augustine (354 – 430 AD) as stated in his City of God he described society's ultimate pilgrimage towards the kingdom of God which is closely identified with the church, the community that worshipped God.

▪ **Sir Thomas More** - In his masterpiece Utopia, (1516), Sir Thomas More (1468-1535) coined the word "utopia" that refers to the ideal, imaginary island nation whose political system he described.

Types of Societies

- Different societies are categorized according to methods of subsistence, the ways by which humans apply needs. Anthropologists, on the other hand, have classified different societies throughout human history according to the degree to which different groups within a society have access to resources, prestige or power. In general, sociologists have placed societies in three broad categories, namely: pre-industrial, industrial, and post-industrial societies.

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UNIT 2: LESSON 1 (cont)

1. Pre – Industrial Societies During the pre-industrial society, the main economic activity is food production carried out through the utilization of human and animal labor. Particularly, these societies are subdivided according to their level of technology and their method of producing food.

❖ **Hunting Gathering Society** - The main method of food production is the collection of wild plants and the hunting of wild animals on a daily basis. Humans gather and hunt around for food as nomads. They do not establish permanent villages nor have a variety of artifacts. They usually form small groups such as bands and tribes.

UNIT 2: LESSON 1 (cont)

❖ **Pastoral Society** - The prevailing method food production during this period is through pastoralism, slightly more efficient than the subsistence method. Instead of searching for food on a daily basis, the members of a pastoral society depend on domesticated herd of animals to meet their need for food.

❖ **Horticultural Society** - Horticultural societies have learned how to raise fruits and vegetables grown in garden plots that have provided them their main source of food. Their level of technology and complexity is similar to pastoral societies. Some horticultural groups practice the slash-and-burn method or the kaingin system to raise crops.

UNIT 2: LESSON 1 (cont)

❖ **Agrarian Society** Societies which applied agricultural technological advances to cultivate crops over a large area. Sociologists use the phrase agricultural revolution to describe this period about 8,500 years ago, characterized this period to the technological changes that occurred leading to extensive cultivation of crops and raising of farm animals.

❖ **Feudal Society** - As an offshoot of the increased food production, several groups become wealthy and able to acquire lands and declared these as their own domain. This is being described as feudal society based on ownership of land.



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UNIT 2: LESSON 1 (cont)

2. **Industrial Societies** - A new economic system emerged between the 15th and 16th centuries began to replace feudalism. This is capitalism, the predominant economic system of industrial societies. **Capitalism**, characterized by free competition, free market and the right to acquire private property, emerged.

3. **Post Industrial Society** - More advanced societies, called post-industrial societies, dominated by information, services, and high technology, surfaced.

4. **Modern Society** - Characterized by mass production of all essential products such that the subsistence level of food production is now a thing of the past. Products are sold in markets in large quantities. A new commodity— exchange, trade and commerce have become more efficient.

UNIT 2: LESSON 2

CULTURE

“That complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.” - Edward B. Tylor

“The way of life, especially the general customs and beliefs, of a particular group of people at a particular time.” - The Cambridge English Dictionary

- **Culture** - refers to all that man has made for himself through time, material or non-material, still useful or not anymore, all to provide benefits for his society.

Characteristics of Culture

✓ Culture is learned.

✓ Culture is transmitted.

✓ Culture is adaptive.

✓ Culture is gratifying

✓ Culture is symbolic

Main types of Culture

1. **Material culture** - deals with the physical culture, including contemporary technology, artifacts, relics, fossils, and other tangible remains of cultural development, past and present.

UNIT 2: LESSON 2 (cont)

2. **Non-Material culture** - deals with the intangibles including values, norms, beliefs, traditions, and customs that collectively hold a society and shape individuals as they interact within society.

Elements of Non- material Culture

- **Beliefs** - are man's perception about the reality of things and are shared ideas about how the world and his environment operate. Beliefs are influenced by emotions, attitudes, values, ideology, and religion.

- **Values** - - refer to the broad preferences of person on the appropriate courses of action or decisions he has to take. Values are a reflection of a person's sense of right and wrong. A person's values sociologically influence his attitudes and behavior.



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▪ **Norms** - are society's standard of morality, conduct, propriety, ethics, and legality. Norms vary according to age, gender, religion, politics, economics, ethnicity, or race to the group.

▪ **Folkways** - are fairly weak forms or norms, whose violation is generally not considered serious within a particular culture. They are the habits, customs, and repetitive patterns of behavior.

▪ **Ideas** - comprise man's concepts of his physical, social and cultural world as manifested in people's beliefs and values.

▪ **Knowledge** - can be natural, supernatural, magical or technical. These are the body of facts and beliefs that people accumulate over time.

Perspectives/Approaches in the Study of Culture and Society

UNIT 2: LESSON 2 (cont)

▪ **Symbolic Interactionism** - It is a theoretical perspective that examines the way participants in the socialization choose and agree on the meaning symbols. This perspective holds that humans are symbolmanipulating and are capable of creative behavior.

▪ **Functionalism** - It is the presupposes that every aspect of society is interdependent and contributes to the total functioning of society. To the government, the school and the family are significant social institutions which proper functioning would make life in the society meaningful and productive.

▪ **Conflict** - Is another theoretical perspective, which originated primarily out of Karl Marx's writings on class struggles, presents society in a different light than do the functionalist and symbolic interactionist perspectives.

UNIT 2: LESSON 2 (cont)

▪ **Conflict** - Conflict theorists note that unequal group usually have conflicting values and agenda, causing them to compete against one another. This constant competition between groups forms the basis for the ever-changing nature of society.

▪ **Dramaturgical Perspective** - Is an interactionist perspective that analyzes human behavior in much the same way that a person would analyze the presentation of play to the audience.

*• **Ethnomethodology** - Is a social-cultural perspective which emphasizes the process of interaction that uses interpersonal techniques to create situational impressions and the importance of perceptions of consensus among actors.

UNIT 2: LESSON 3

ASPECTS OF CULTURE

▪ **Art** - includes the expression or application of human creative skill and imagination.



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UNIT 2: LESSON 3 (cont)

- **Language** – a system of communication used by particular society. It is the most important tool of verbal communication and it is where cultural differences play it roles.
- **Food** - is any substances consumed to provide nutritional support for the body. It is one of the best ways to truly experience cultural differences play it roles.
- **Government** - which refers to the aggregated of persons of groups of persons exercising control and authority in the society.
- **Costume** - A distinguishing aspect of culture is the clothing or costume. It is a style of dress of an individual or group that reflects their class, gender, profession, ethnicity or nationality.
- **Religion** - A unified system of beliefs and practices relative to sacred things. Its structural features include a body of ideas beliefs, doctrines, ritual, and ceremonies.

UNIT 2: LESSON 3 (cont)

- **Education** - The process of teaching or learning, is oftentimes associated with a place or a building where boys and girls go almost every day carrying books, notebooks in order to attend classes and learn from the teachers.

UNIT 2: LESSON 4

ETHNOCENTRISM AND RELATIVISM

The Primary Causes of Cultural Similarities

- **Biological Similarities** - all people in the world have the same biological needs, namely food, clothing, shelter, and health care.
- **Necessary Prerequisites for Social Being** - Society must fulfill some requirements in order to function, such as replacing members, teaching new members to participate, and the need to have participation in production and distribution.
- **Psychic Unity of Mankind** - All human beings are alike in having similar ranges of emotion - the need for love, security, and language.

UNIT 2: LESSON 4 (cont)

- **Geographical Environment** - The geographical environment is characterized by certain limitations such as limited food, limited source of energy, and other delimiting factors of the people's environment.
- **Cultural Diversity** - Every society in the world is unique from one another. Everyone has his own cultural practices, values and interests. Each culture has its distinct features and characteristics.

These Differences in Culture can be attributed to the following factors:

A. Though men all over the world have the same biological needs, they differ in ways in meeting them. Each culture adapts to its environment.

B. Differences in geographical characteristics like climate, topography, or soil condition.

C. The absence or presence of natural resources.

- **Ethnocentrism** - A feeling of superiority towards one's own group over other groups.



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UNIT 2: LESSON 4 (cont)

▪ **Cultural Relativism** - The principle of regarding the beliefs, values, and practices of a culture from the viewpoint of that culture itself.

UNIT 3: LESSON 1

BIOLOGICAL AND CULTURAL EVOLUTION

▪ **Biological Evolution** - refers to the changes that occur in a population over time. These changes are produced at the genetic level as organism genes mutate or recombine in different ways during reproduction and are passed on to future generations.

▪ **Cultural Evolution** - refers to any learnt behavior (knowledge, attitudes, customs and ideas) that is passed from one generation to the next by learning.

▪ **Anthropology** - deals with the study of origin, evolution and development of human species that is concerned with all people everywhere, from those alive today back to who lived in past.

UNIT 3: LESSON 1 (cont)

▪ **Physical/Biological Anthropology** - is a branch that deals with the biological origins and evolution of man, variations of human species and their physical characteristics, including the study of different races.

Types of Dating Method:

1. **Relative Dating** - is a dating process that is not precise where the sight, an artifact or human remains that cannot be determined is measured in comparison with the date of others determined already. Is a matter of whether something is younger than or older than something that can be or has been dated, or being in between two dates.

2. **Absolute Dating** - is when the dating is more precise considering it can be narrowed to a bracket of within years.

Methods to Use to Date Things

UNIT 3: LESSON 1 (cont)

A. RADIOCARBON DATING METHOD - Carbon-14 dating, also called radiocarbon dating, it is a method of age determination that depends upon the decay to nitrogen of radiocarbon (carbon 14). This method was developed by a nuclear physicist **Willard F. Libby**.

B. POTASSIUM ARGON K AR DATING - Is a radiometric method determining the time of origin of rocks based upon the decay of radioactive potassium 40 to radioactive argon 40 in minerals and rocks. This method only dates **inorganic materials** like rocks and minerals.

C. CURANIUM SERIES DATING - Is the most accurate and reliable procedure at present. It is done through radiogenic isotope facility. It is used to date the age of Callao man of the Philippines (67,000 years old.)



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UNIT 3: LESSON 1 (cont)

▪ science that comprises the study of earth, its rock composition and the process of changes.

✓ In geologic time, earth began 6 billion years ago.

✓ Era is divided by time blocks; it is a change on earth distinct created by an event and ended by other.

✓ Disturbances - it refers to the changes in every era.

✓ Caused by earth conditions.

✓ Fossils - materials embedded in the earth's crust serve as evidence of life in prehistoric times.

3 ▪ PALEOZOIC
GEOLOGIC
ERAS

▪ MESOZOIC

▪ CENOZOIC

✓ A 3.5 B years old single-celled microbe is the world's oldest fossil found inside the lump of sandstone rock in Western Australia.

✓ **Tertiary period** - is also called Age of Mammals. It was the beginning of the Cenozoic era which started at 65 million BC and lasted for 63 million years.

✓ **Quaternary Period** - beginning about 1.8 million years ago, includes the Holocene and Pleistocene.

✓ Modern man first appeared 500,000 BC.

▪ **PALEONTOLOGY** - Is a scientific study of life in the past of geologic periods. It deals with the life forms known fossils.

UNIT 3: LESSON 1 (cont)

Darwin's Evolution Theory Of Natural Selection

S.O.T.F - Those individuals who possess superior physical, behavioral, or other attributes are more likely to survive than those which are not so well endowed.

The Evolution of Man from the Theory of Natural Selection

▪ ANTHROPOLOGY

- looks at human being at both biological and cultural perspectives. Man, as an animal, underwent the process of biological evolution and has shared characteristics with other animals in the past, particularly what we called "hominids".

- Adaptation to environment is a must in order to survive.

- Man who has adapted well to changes in the environment was able to develop a brain that is capable of rational characteristics where he can be able to develop culture that resulted to the changes of behavior.

The Evolution of Primates

▪ Tree Shrew, Tarsier, Lemur, Loris

The Emergence of Man

UNIT 3: LESSON 1 (cont)

MIOCENE - the Miocene was a period of environmental conditions highly favorable to arboreal primates, with a mild climate, moist and wetter than at present. Rain forests covered most of Asia, Africa and Europe.

▪ NAME: **DRYOPITHECUS** (*Greek for "tree ape"*); pronounced DRY-oh-pith-ECK-us

- is the first fossils of the great apes to be discovered it had a large brain and could stand like a chimpanzee.

HISTORICAL EPOCH: Middle Miocene (15-10 million years ago) EPOCH: **Middle Miocene** (15-10 million years ago)

SIZE AND WEIGHT: About four feet long and 25 pounds

DIET: Fruit

DISTINGUISHING CHARACTERISTICS: Moderate size: long front arms: chimpanzee like head

- First found in France, then Europe, China

- The best preserved and best known Dryopithecus is the Dryopithecus Africanus. It is a small-brained compared to human. They got about to the tree swinging by branches rather than walking.

▪ NAME: **PLOIOPITHECANTHROPUS** (*Greek for "Pliocene ape"*); pronounced PLY-oh-pith-ECK

HISTORICAL EPOCH: Middle Miocene (15-10 million years ago)

SIZE AND WEIGHT: About three feet tall and 50 pounds

DIET: Leaves



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UNIT 3: LESSON 1 (cont)

DISTINGUISHING CHARACTERISTICS:

Short face with large eyes: long arms and legs

- They had the look and feature similar of a gibbon. Its skeleton & teth suggest they are relatives of gibbon and Siamangs.

▪ NAME: **PROCONSUL** (*Greek for "before Consul," a well-known circus ape*); pronounced pro-con-sul

HISTORICAL EPOCH: Early Miocene (23 17 million years ago)

SIZE AND WEIGHT: About 3-5 feet long and 25-100 pounds

DIET: Omnivorous

DISTINGUISHING CHARACTERISTICS:

Monkey-like posture: flexible hands and feet: lack of tail

- Considered to be very early ape. viewed ancestor of chimpanzee and gorillas.

▪ **GIGANTOPITHECUS** is the largest known primate. They are graminivorous – they eat small through grass seeds, stem, and rhizomes that requires a lot of grinding.

▪ NAME: **OREOPITHECUS** (*Greek for "mountain ape"*); pronounced ORE-ee-oh-pith-ECK-US

HISTORICAL EPOCH: Late Miocene (10-5 million years ago)

SIZE AND WEIGHT: About 4 feet tall and 50-75 pounds

DIET: Plants, nuts and fruit

DISTINGUISHING CHARACTERISTICS:

Longer arms than legs: monkey-like feet

- It was directly related to dryophiteous, however it was bipedal to austroalophiteous.

- It is said that oreopithecus suggest to walk and distinctively had high pelvis.

▪ NAME: **RAMAPHITECUS / SIVAPI-THECUS** (*Greek for "Siva Ape"*); pronounced SEE-vah-pith-ECK-us

UNIT 3: LESSON 1 (cont)

HISTORICAL EPOCH:

Middle-Late Miocene (12 – 7 million years ago)

SIZE AND WEIGHT: About five feet long and 5-75 pounds

DIET: Plants

DISTINGUISHING CHARACTERISTICS:

Chimpanzee – like feet: flexible wrists large canines

- Former discoveries gave it name

- Ranaphitecus and was suggested as old ancestor of humans in direct line.

- Teeth, jaws and palate are human like – making scientists think of it as hominid status

PLIOCENE HOMINIDS – the Hominids close relatives of humans. The Australopithecus is an extinct genus of hominids that has evolved in Eastern Africa around for million years ago. It spread across the continent until two million years before they become extinct.

▪ AUSTRALOPITHECUS AFARENSIS: Lucy

- Is an extinct hominid that lived between 2.9 to 3.9 million years ago.

- It is viewed more closely related to the genus Homo (including Human Homo Sapiens)

- The fossils Lucy found by Donald Johanson is the most complete and oldest hominid dated 3.2 m years.

- Afarensis is biped that walked run and stood.

- It is also believed to be both tree and land dwellers.

UNIT 3: LESSON 1 (cont)

- Oldest hominid found.

▪ AUSTRALOPITHECUS AFRICANUS

- It was the southern african counterpart of the Afarensis.

- Named as The South Ape of Africa"

- Bipedal hominids with arms slightly larger than the legs. slightly more human cranial features.

- Human like posture based on the fossils found in year 1942 at Taung lime line.

▪ AUSTRALOPITHECUS ROBUSTUS (Paranthropus Robustus)

-First discovered in 1938 and was called Paranthropus

-It is bigger, bulkier, and more muscular and had larger moral teeth than africanus

▪ AUSTRALOPITHECUS BOISEI

- Is also called as "nut cracker man" because its face and cheek are so massive.

- Close relative of Robustus, same brain size but a better one

- Is "dead end" branch of hominid line.

- First hominid to use stone tools.

THE RISE OF HOMO – Man alone is a rational animal. He alone has art or aesthetic application. Man has a language while other animals may communicate. Language is unique to a man. He can bring ideas that make, create, and invent tools or thing he needs to create CULTURE.



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UNIT 3: LESSON 1 (cont)

Man has history, recording his past so that he may learn it from it as a guide to his future. Man is selfconscious, even though some other species have self-awareness, the self-conscious state of man is unique.

▪ **Homo Habilis** - Means "hand man" because he made tool

- Is believed to be the first of the "great ape" type creatures to have evolved into Homo (man).

- Existed about 2 million to 1.5 years ago

▪ **Homo Erectus / Upright Man** - Is believed to be the first creature to stand fully upright.

- He was believed to be the first to use fire: built camp fire and made simple ovens with hot stones.

▪ **Homo Sapiens** - Based on fossil found in Africa, it existed 400,000 years ago
- Is believed to be ancestor of all human beings

UNIT 3: LESSON 1 (cont)

Characteristics and Habits: o Bipedal stance and gait

o Brain capacity about 82 inches

o High forehead

o Small teeth and jaw

o Define chin

- Has ability of constructing tools and make symbols such as used in language and writing.

- Early homo sapiens used simple technology. Their tools were in form of chipped stone which sharpened to be used as simple knife.

- Their garments were made from animal hide,

- Their shelters were make-shift shelters if natural cave is not available.

UNIT 1: LESSON 1

SHARING OF SOCIAL AND CULTURAL BACKGROUNDS

▪ **Cultural Identity** - The cultural identity of an individual refers to the identity or feeling of belonging to a group. It is considered as part of a person's self-conception and self-perception.

- It pertains to one's nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture.

UNIT 1: LESSON 1 (cont)

▪ **Ethnicity** - Is a condition in which a social group belongs to a common natisocioonal or cultural tradition, other traits in common.

ETHNO - Linguistic groups include the Ivatans, Ilocanos, Pangasinenses, Kapampangans, Tagalogs, Bicolanos, Visayans (Masbatenos, Hiligaynons/Ilonggos, Cebuanos, Boholanos, Warays and Surigaonons) Maranaos, Subanons and Zamboangueno).

▪ **Cultural Background** - Essentially consists of the ethnic, religious, racial, gender, linguistic, or other socioeconomic factors and values that shape on individual's upbringing.

- Individual's upbringing and identity.

- Can be shaped at the family, societal, or organizational level. Sociologically, people with different cultural background need to interact with each other.



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UNIT 1: LESSON 1 (cont)

▪ - A common distinguishing factor of a person's cultural and Sexuality backgr.

a) - Refers to the personal traits and social roles of the male and female members of society.

b) - Is the state of being either masculine or feminine.

> A person may experience identity crisis when he/she does not accept or understand his/her sexuality or is unable to understand his/her status.

> You may experience Identity Crisis but you may never act on it

▪ **Socio--Eco--nomic Status** - Another common cultural identification factor is the level of an individual's social standing and financial position in society.

- A personal or family's financial and social esteem on the basis of income, education, and occupation.

- Hence, it is the totality of a person's social position and wealth combined.

The Socio--eco--nomic class - Refers to the status of every individual from the sociological and economic points of view.

UNIT 1: LESSON 1 (cont)

Social Status - Means a person's standing or rank in the social ladder of stratification based on prestige, power, popularity, etc. economic status means a person's place in the society's economic stratification based on wealth, property, and total assets.

- You can be poor but have high social status.

Economic Status - Person's place in the society's economic stratification based on wealth, property, and total assets.

UNIT 3: LESSON 2

**EARLY HUMANS AND THEIR CULTURE

Human - relating to or characteristic of people or human beings "the human body".

- Synonyms: anthropomorphic, anthropoid, humanoid, hominid "in human form".

- Humans are cultural being.

Culture - the aggregate of the people's:

- Ideas
- Beliefs
- Traditions
- Languages
- Arts
- Technology

UNIT 3: LESSON 2 (cont)

- Arts that distinguishes from animals

PALEOLITHIC ERA (Old Stone Age)

o Paleolithic Era ended in 9600 BC with the end of Ice Age

o The Paleolithic Age was the longest period in the history of the Stone Age.

o During the Paleolithic Age, the hunter-gatherer was nomadic.

o During the Paleolithic Age, the hunter-gatherer was nomadic.

o Created "cave art"

o The humans made different tools from stones and pebbles. These tools were not very efficient.

o The oldest recognizable tools are stone choppers made almost 1 million years ago.

o These tools were made by chipping stones and pebbles.

o Near the end of the Paleolithic Age, the humans started to make shelters, wear sewn clothes, and built sculptures.

o During this time, they greatly improved their tools-building skills.

NEOLITHIC ERA (NEW STONE AGE)

o The Neolithic Age was terminated with the introduction of metal tools between 6000 BC and 2500 BC

o With the termination of the Neolithic Age, the Stone Age came to an end in 2500 BC.

o The beginning of agriculture

o Permanent settlements were a major step in the advance of civilization.

o Used advanced tools, made pottery, developed weaving skills.

BRONZE AGE

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UNIT 3: LESSON 2 (cont)

- o Marked the first-time humans started to work with metal
- o Supplied the most useful metal known during the third and second millennia B.C. It replaced (primarily cold-hammered) copper and stone as the metal of choice for tools, weapons, and art.
- o Started the widespread of using bronze, made from copper and tin.

GREAT CIVILIZATIONS OF THE NEAR EAST AND EASTERN MEDITERRANEAN

- Sumerians in Mesopotamia
- Egyptians
- Minoans of Crete
- Hittites of Asia Minor

- Is the period where the humanity left pre-history and entered into history with the formation of modern society.

UNIT 4: LESSON 3

HUMAN DIGNITY, RIGHTS, AND THE COMMON GOOD

MAN AS A MEMBER OF A POLITICAL COMMUNITY

- A member of a political community must be able to internalize the preamble of the constitution by heart.
- Preamble of the 1987 constitution (page 54)

CITIZENSHIP

- Defined as a MEMBERSHIP in the political community which is personal and more or less personal character.
- It is the status of character being a CITIZEN.
- A citizen of a given state is one who owes permanent allegiance and is entitled with protection based on the legal and political conceptions.

UNIT 4: LESSON 3 (cont)

- Being a citizen necessarily entails assertions of one's rights and privileges and conversely an unwavering performance of his duties and obligations to the government.

The CONSTITUTION recognizes the HUMAN RIGHTS of every citizen as enumerated with the BILL OF RIGHTS.

- Natural Rights
- Civil Rights
- Political Rights
- Economic Rights

Human Rights – INHERENT to all Human Being what ever our nationality, sex, ethnic, origin, etc. We are all equally entitled without discrimination.

Universal Human Rights – are often guided by the law *in forms of:*

- Treaties
- Customary International Laws
- General principles and other sources of international laws

{{nobreak}}

The **International Human Rights Law** lays down OBLIGATIONS of the government to ACT in a certain way or to REFRAIN from certain acts in order to promote and protect human rights and fundamental freedoms of individuals or groups.

HUMAN DIGNITY • Every member of the society DESERVES human dignity

UNIT 4: LESSON 3 (cont)

- It refers to the individual or group's sense of RESPECT, SELF-WORTH, PHYSICAL, and PSYCHOLOGICAL INTEGRITY, and EMPOWERMENT

MORAL, ETHICAL, LEGAL, and POLITICAL discussions use the concept of DIGNITY

INCLUSIVE CITIZENSHIP

- As a citizen we always think of the promotion of the COMMON GOOD or GENERAL WELFARE
- A responsible citizen promotes the common good **by obeying the law:** paying taxes, informing himself about political issues. volunteering in the community and respecting the rights and opinions of others.
- **Willing to sacrifice his individual interests** for the collective good of the nation. He remembers his civic duties and serves his country despite any discomfort such a course might bring.
- Responsible citizens obey the law. **A harmonious society has order.** Every citizen implicitly consents in maintaining social order by upholding the law even when he does not like it. If he believes that the law is unfair, he resorts to the political process to change the law in a manner society prescribes.
- Good citizens are familiar with politics and keep the government accountable by staying on top with its latest proceedings.
- Responsible citizen volunteer in the community and when they see a need, they do not wait for someone else (like the government) to address it.



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UNIT 4: LESSON 3 (cont)

- Responsible citizens respect the rights and opinions of others and do not use force or abuse government to silence people who have different views because such actions subvert a free society.
- Responsible citizen listens to others with sincerity and work with, fellow citizens to find the best solution to problems.

UNIT 4: LESSON 2

Modes of Adaptation	Approved Means	Societal Goals
Conformist	accept	accept
Innovator	reject	accept
Ritualist	accept	reject
Retreatist	reject	reject

Rebel

Most Common Deviance

1. Homosexual	6. Lesbianism	11. Atheism
2. Drug addiction	7. Perversion	12. Political extremism
3. Alcoholism	8. Mental illness	13. Ear piercing
4. Murder	9. Politics	14. Tattooing
5. Prostitution	10. Communism	

UNIT 4: LESSON 2

SOCIAL CONTROL

- **Direct Control** - Is exercised by the primary groups like family, peer group, who praise or condemn the behavior of an individual.

UNIT 4: LESSON 2 (cont)

- **Indirect Control** - Is exercised by the secondary groups like traditions, customs, institutions etc.
- **Positive Means** - of social controls is through praise, prizes, fame, respect, and promotion.
- **Negative Means** - include criticism, gossip, punishment, and ostracism.
- **Formal Control** - Is designed and regulated by some authority like the government which makes laws to control order.
- **Informal Control** - Is the unwritten rules and regulation characterized by informal authority like criticism, sociability, and public opinion.
- **Social Disorganization** - Cultural conflict suggests that deviant and criminal behavior results when two normative systems come into contact.
- **Labeling** - Deviant behavior suggests that what defines deviances is the action of others or by the actors themselves.

UNIT 4: LESSON 2 (cont)

- **Value Conflict** - Holds that acts are considered criminal or deviant because they are at variance with a group's values.
- **Deviance** - is defines as the recognized violation of cultural norms.

UNIT 4: LESSON 1

ENCULTURATION AND SOCIALIZATION

- **Enculturation** - is the process by which individuals acquire the knowledge, skills, attitudes, and values that enable them to become functioning members of their societies.
- **Socialization** - is the process whereby the individual's behavior is modified to conform to the expectation of the group.

Three Levels of Human Development

1. **Vegetative level** - Refers to embryo and early infancy. Characterized by preoccupation with food.
 - The infant grab things and brings them directly to the mouth. The main thought of the infant survival.



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UNIT 4: LESSON 1 (cont)

2. Animal Level - Characterized by desires for sex and reproduction. At this stage man is no different from animals in their need for food and sex.

- At this stage, the socialization of man is incomplete.

3. Human Level -is considered the attainment of a personality.

-This implies the assimilation of behavior, attitudes, and values the society considers necessary and important to the well-being of the group.

-It's about us, what governs the development of personality.

-This when you become you.

SOCIAL NORMS AND SOCIAL VALUES

Social Norms - are standards of behavior which tell whether an action is right or wrong; appropriate or not.

1. Folkways - The traditional behavior or way of life of a particular community or group of people.

UNIT 4: LESSON 1 (cont)

- The ways of living, thinking, and acting in a human group, built up without conscious design but serving as compelling guides of conduct.

EXAMPLES OF FILIPINO

FOLKWAYS: Mano Po (Blessing of the hand/ means "right" [opposite of "left"] and "po" is a word you say to show respect. A gesture where the younger shows respect to the elder.

• **Po** - It is a kind of respect you use among elders in the Filipino culture.

and

Opo

- It is also a custom provided in the Philippines to mean respect for older people.

Po and opo are also distinctly Filipino ways of showing respect to one's elders. The po is usually affixed to the end of sentences or phrases when one is addressing someone older than him or her.

UNIT 4: LESSON 1 (cont)

• **Bayanihan** - It is a Filipino term taken from the word bayan referring to a nation, town, or community. The whole term bayanihan refers to a spirit of communal unity or effort to achieve a particular objective

- It is helping out one's neighbor as a community, and doing a task together, thus lessening the workload and making the job easier.

• **Harana** - It is an old Filipino courtship tradition of serenading women, probably a Spanish influence.

- It was a traditional form of courtship in the Philippines wherein men introduced themselves and/or wooed women by singing underneath her window at night. It was widely practiced in old Philippines with a set of protocols, a code of conduct and a specific style of music.



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UNIT 4: LESSON 1 (cont)

• **Pamama-nhikan** - From the word panhik [which means to ascend stairs], is "the asking for the girls parents permission to wed the affianced pair". The custom symbolizes honor, seeking their blessings and approval before getting married.

2. Mores - Special folkways with moral and ethical values which are strongly held and emphasized.

- Mores is defined as the unspoken but understood norms of a community or society.

3. Laws - Are formalized norms enacted by people vested with authority. These laws reinforce the mores.

4. Sanctions - Are penalties or other means of enforcement used to provide incentives for obedience with the law, or with rules and regulation.

- A threatened penalty for disobeying a law or rule, official permission or approval for an action.

UNIT 4: LESSON 1 (cont)

A. Informal Sanctions • Come in unfavorable or favorable public opinion, giving or withdrawing of support, or gossip.

• Come in unfavorable or favorable public opinion, giving or withdrawing of support, or gossip.

B. Formal Sanctions • May be in the nature of getting high academic ratings, award in schools, promotion or salary increase for employees, certification of merits or other citation for achievement.

• Are actions that are legalized and official in nature and enforced by an authoritative force.

APPLICATION OF SANCTIONS

A. Physical Sanctions • Bring physical pain or pleasure

B. Psychological Sanctions • Address the feeling and emotions of a person.

• Positive psychological sanctions found are found in compliments ribbons, badge, and awards.

UNIT 4: LESSON 1 (cont)

• Negative psychological sanctions are found in insults and rejections.

Status and Role

▪ **STATUS** - Refers to one's position or place in a social group.

o **Ascribed** - status that is assigned to an individual from birth.

o **Achieved** - which one acquires either by choice or by force or through some form of competition and individual effort.

▪ **ROLE** - Refers to the functional and dynamic aspect of the status.
- It is the totality of cultural patterns and behavior expected of a particular status.

- A socially expected behavior pattern usually determined by an individual's status, in a particular society.

Social Values - are cultural standards that indicate the general good deemed desirable for organized social life.



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UNIT 4: LESSON 1 (cont)

- These are assumption of what is right and important for society.

Forms of Roles

- a. ROLE AS EXPECTATION**
 - Refers to the rights, duties, and obligations an individual has while occupying a status.
- b. ROLE AS PERFORMANCE**
 - Refers to how the individual actually behaves while occupying the status.
- c. ROLE CONFLICT**
 - Arises when an individual encounters conflicting demands from his two or more statuses.
- d. ROLE SET**
 - Refers to the individuals repertoire (list) of performances towards variety of others while he/she occupies a given status.

Social-ization for Sex Roles

- o Societies categorize their members into males and females and each is viewed as a distinct sex or gender.

UNIT 5: LESSON 1

PRIMARY AND SECONDARY GROUPS

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UNIT 5: LESSON 1 (cont)

Group – a collection of individuals who have regular contact and frequent interaction, mutual influence, common feeling of camaraderie, and who work together to achieve a common set of goals.

Social Group – has been defined as two or more people who interact with one another, share similar characteristics, and collectively have a sense of unity.

Characteristics of Groups

- The members interact with each other over some period of time.
- Each member identifies with the group and is recognized as part of the group by the other members.
- Each member is entitled to certain privileges and at the same time is expected to accept certain responsibilities and duties.
- There is specialization, or role in their activities which is carried out by the members of the group.

Types of Groups

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UNIT 5: LESSON 1 (cont)

- **Primary Group** – a group held together by intimate, face-to-face relationships, formed by family and environmental associations and regarded as basic to social life and culture.

Examples of Primary Groups

- o **Family** – a group of consisting of parents and children living together in a household, people united by ties of blood.
- o **Neighborhood** – a district, especially one forming a community within a town or city, are often social communities with face to face interaction among members.
- **Bayanihan** – “being in a bayan”, which refers to the spirit of communal unity, work and cooperation to achieve a particular goal.
- o **Peer Group** – a group of people of approximately the same age, status, and interests, with a loosely organized structured; often called “gang” “barkada” or “tropa”.

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UNIT 5: LESSON 1 (cont)

- **Secondary Group** – are another type of social group. They have the opposite characteristics of primary groups. They can be small or large and are mostly impersonal and usually short term. These groups are typically found at work and school.

- o **Function of Secondary Group** – Since secondary groups are established to perform functions, people's roles are more interchangeable. A secondary group is one you have chosen to be a part of.

Examples of Secondary Group:

- Vendor to Client relationship

- Workers in an office
- Doctor to patient
- Athletic Team
- A University Class

UNIT 5: LESSON 2

IN AND OUT GROUPS

The social dynamics of in-groups and out-groups

- **In – Groups**
 - o Sense of Belongingness
 - o Sense of Identity
 - o Mutual Social Behavior
- **Out – Group**
 - o Different
 - o Strangeness

UNIT 5: LESSON 2 (cont)

- o Avoidance
- o Dislike

Social Group: According to Purpose

1. **Task Group** – formed to accomplish jobs, tasks or obligation.
2. **Relationship Group** – formed to fulfill the feeling of companionship.
3. **Influence Group** – formed to support a particular ideology.

Social Group: According to Social Organization

1. **Gemeinschaft**
 - o German term for “community”
 - o Composed of many primary groups that has personal relationships with each other
2. **Gesellschaft**
 - o German term for “society”
 - o Where relationships are individualistic, impersonal, formal, and realistic

These concepts were developed by German sociologist Ferdinand Tonnies (1887) to differentiate between urban and rural life or community living and living in the mass society.

- **Peer Pressure** – is a social pressure by members of one's peer group to take a certain action in order to be accepted.

UNIT 5: LESSON 3

REFERENCE GROUPS

Reference Group – is a collection of people that we use as a standard of comparison for ourselves regardless of whether we are part of that group. We rely on reference groups to understand social norms, which then shape our values, ideas, behavior, and appearance. This means that we also use them to evaluate the relative worth, desirability, or appropriateness of these things.

- **Informal Reference Group** – most reference groups are informal, which means that they are based on the group members' shared interests and goals. Informal groups are not structured with a specific goal in mind. Group members interact on a very personal level. Examples of informal reference groups include:

- o Families
- o A group of local mothers
- o Peer groups



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UNIT 5: LESSON 3 (cont)

▪ **Formal Reference Group** – have a specific goal or mission. They also have a specific structure and positions of authority. Examples of formal reference groups include:

- o Labor unions
- o Mensa, a society for people with high IQ
- o Mothers Against Drunk Driving (MADD)

Reference Groups Perform Three Basic Function:

1. They serve a normative function by setting and enforcing standards of conduct and belief.

“The significant thing about a reference group is, in fact, that its norms provide frames of reference which actually influence the altitude and the behavior of a person” (T. Newcomb, 1953)

2. They also perform a comparison function by serving as a standard against which people can measure themselves and others.

3. They serve not only as sources of current evaluation but also as sources of aspiration and goal attainment (as a means of anticipatory socialization). A person who chooses to become a professor or a lawyer begins to identify with that group and becomes socialized to have certain goals and expectations.

UNIT 5: LESSON 4

SOCIAL NETWORKS



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UNIT 5: LESSON 4 (cont)

▪ **Social Network** – is a social structure that exists between actors, individuals, or organization. A social network indicates the way that people and organizations are connected through various social familiarities, ranging from casual acquaintance to close familial bonds.

▪ **Ties** – are the various types of connections between these nodes. Ties are assessed in terms of strength. Loose connections, like mere acquaintances, are called weak ties. Strong ties, like family bonds are called strong ties.

▪ **Node** - person or organization participating in the network.

UNIT 5: LESSON 4 (cont)

▪ **Social Network Theory** – is the study of how people, organizations or groups interact with others inside their network. Understanding the theory is easier when you examine the individual pieces starting with the largest element, which is networks, and working down to the smallest element which is the actor.

▪ **Ego-Centric Networks** – are connected with a single node or individual. For example, you the node, connected to all of your close friends.

▪ **Socio-Centric Networks** – are closed networks by default. Two commonly-used examples of this type of network are children in a classroom or workers inside an organization.

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UNIT 5: LESSON 4 (cont)

▪ **Open System Networks** – the boundary lines are not clearly defined. A few examples in this type of network are America's elite class, connections between corporations, their chain of influencers of a particular decision. Due to lack of clearly – defines boundaries, this type of network is considered the most difficult to study.

▪ **Social Media** – is the collective of online communications channels dedicated to community-based input, interaction, content-sharing, and collaboration.



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