



ATENEUM DE MANILA  
UNIVERSITY

# UNDERGRADUATE BULLETIN OF INFORMATION

Addendum SY 2021-2022



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**DISCLAIMER:** This Addendum to the 2020 Undergraduate Bulletin of Information summarizes new/revised courses, and new/revised minors/specializations effective in SY 2021-2022 (June 2021-May 2022). While great care has been taken in the preparation of this Addendum, we do not assume responsibility for possible errors, omissions, or changes in the information provided. Should there be any discrepancies between this Addendum and official documents of the Office of the Registrar or the Office of the Associate Dean for Academic Affairs, the official documents shall take precedence.

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# Table of Contents

<b>Interdisciplinary Electives</b>	<b>1</b>
<b>Physical Education</b>	<b>10</b>
<b>New/Revised Courses, Minors, and Specializations</b>	<b>12</b>
<b>School of Humanities</b>	<b>13</b>
<b>Filipino</b>	<b>14</b>
Course Offerings	15
<b>Fine Arts</b>	<b>16</b>
Course Offerings	17
<b>Modern Languages</b>	<b>19</b>
Course Offerings	20
<b>John Gokongwei School of Management</b>	<b>22</b>
<b>Leadership and Strategy</b>	<b>23</b>
Minor in Sustainability	24
Course Offerings	25
<b>Marketing and Law</b>	<b>26</b>
Course Offerings	27
<b>Quantitative Methods and Information Technology</b>	<b>31</b>
Course Offerings	32
<b>School of Science and Engineering</b>	<b>33</b>
<b>Electronics, Computer, and Communications Engineering</b>	<b>34</b>
Course Offerings	35
<b>Information Systems and Computer Science</b>	<b>36</b>
Course Offerings	37
<b>Mathematics</b>	<b>38</b>
Course Offerings	39
<b>School of Social Sciences</b>	<b>40</b>
<b>History</b>	<b>41</b>
Course Offerings	42
<b>Psychology</b>	<b>43</b>
Bachelor of Arts in Psychology	44
Bachelor of Science in Psychology	45
<b>Sociology and Anthropology</b>	<b>46</b>
Minor in Anthropology	47
Minor/Specialization in Cultural Heritage Studies	48
Minor in Sociology	50
Course Offerings	52

# **Interdisciplinary Electives**

The following Interdisciplinary Electives, approved by the Curriculum Committee effective SY 2021-2022, are offered in addition to those listed in the *Undergraduate Bulletin of Information*, 2020 Edition (version 2.0 May 2022).

## Interdisciplinary Elective Offerings

The following Interdisciplinary Electives, approved by the Curriculum Committee effective SY 2021-2022, are offered in addition to those listed in the *Undergraduate Bulletin of Information*, 2020 Edition (version 2.0 May 2022).

### **ARTS 180.03i: Art as Inquiry: Art of the Crowd - 3 units, Prerequisite: ArtAp 10**

This course situates art as a prism and starting point for an inquiry into the idea of the crowd, with its underlying impulse, motivation, and aspiration. Beginning with how this manifests in and through the arts, the crowd and its equivalent notions (e.g., groupthink, herd mentality, crowdsourcing) draw various disciplines—some concerned with form, language, and knowledge production, others with products, services, and programs, yet all preoccupied with understanding the world and its issues. Philosophy and/or Environmental Sciences are potentially brought into an interdisciplinary conversation with the arts around the idea of the crowd.

### **ARTS 180.04i: Art as Inquiry: Art of Response - 3 units, Prerequisite: ArtAp 10**

This course situates art as a prism and starting point for an inquiry into the idea of response, the capacity for stimuli to draw out various engagements both calculated and spontaneous, thereby negotiating and establishing relationships. Beginning with how this manifests in and through the arts, response and its equivalent notions (e.g., sensitivities and feedbacks, institutional participation, dialogue) will converge various disciplines—some concerned with form, language, and knowledge production, others with products, services, and programs, yet all preoccupied with understanding the world and its issues.

### **ARTS 180.07i: Art as Inquiry: Art of Dissent - 3 units, Prerequisite: ArtAp 10**

This course situates art as a prism and starting point for inquiry into forms of social, political, or cultural dissent. Beginning with how dissent and related notions (like subversion, protest, power and emancipation), manifest in and through the arts, the course converges various disciplines related to aesthetics and politics to understand acts of dissent. Students will gain a critical understanding of art movements that dared challenge power and apply their aspects of their aesthetics in their own creative practice.

### **ARTS 180.08i: Art as Inquiry: Art of the Domestic - 3 units, Prerequisite: ArtAp 10**

This course situates art as a prism and starting point for an inquiry into the idea of the domestic, as expressed by and through artistic themes, motifs, and productions. Topics include the domestic as a site of tranquility and continuity, domestic violence, domestication as a metaphor for quelling dissent and individuality, conceptions of domesticity in varying cultural contexts, and the role of art in creating domestic spheres through interior architecture or art in the home. With the Arts as its nexus, the investigation into the domestic converges on various disciplines such as Literature, History, Political Sciences, Anthropology, and Gender Studies.

### **ARTS 180.13i: Art as Inquiry: Art of the Queer - 3 units, Prerequisite: ArtAp 10**

This course uses art as a prism and starting point for an inquiry into queerness as perspective, identity, and critical lens. Beginning with their manifestations in and through the arts, queerness and its related notions (e.g. masculinity, femininity, androgyny, gender, sexuality, otherness, race, postcoloniality, belonging) converge various disciplines: art and literature, critical theory and philosophy, anthropology and history. The course focuses on the phenomena of queer bodies, communities, practices, objects, places and spaces, times and events, and ways of seeing and being.

### **BIO 100.5i: Evolution of Animal Behavior: Insights and Applications - 3 units**

This course discusses the evolutionary and ecological reasons for why and how animals, including humans, behave the way they do. The behavioral patterns of animals are discussed in the context of the evolution of traits in response to such ecological processes as competition, predation, mating, and parental care. The behavior of fellow mammals and other closely related groups is also used to gain insights on human behavior and how our bond with our companion animals can promote our psychosocial well-being.

**BIO 151i: Trends and Issues in Biodiversity - 3 units, Prerequisite: STS 10**

Trends and Issues in Biodiversity deals with developing a holistic and nuanced take on biodiversity issues hounding the Philippine context and the global community. In addition to the mechanisms giving rise to diversity and threats to biodiversity decline in Anthropocene, topics include economic value of ecosystems, methodologies and career opportunities in the field, sociopolitical and religious texts on diversity, and shaping public perception on biodiversity. This course intends to use the lenses of sustainable development, restoration ecology, and inclusive conservation to punctuate the point that biodiversity is a multifaceted issue.

**BIO 156i: Attaining a Sustainable Future with Bioresources - 3 units, Prerequisite: STS 10 and SocSc 13**

Local and global natural resources such as agricultural and biological resources (a.k.a. bioresources) are discussed in this course. These resources are considered as an indispensable tool for supporting a sustainable planet for the future. Focus is given on methods that sustainably and efficiently produce food, feed, consumer goods, renewable energy, etc. The environmental impacts and supply chain management of these methods are also emphasized. The students are taught a holistic approach in resource management, interactions, and consequences.

**CHEM 174.1i: Polymer Chemistry Lecture - 3 units, Prerequisite: CHEM 141.01, Organic Chemistry 1, Lecture (taken by CH/CH-MSE majors); CHEM 45.51, Applied Organic Chemistry 1, Lecture (taken by MAC majors); CHEM 43.11, Survey of Organic Chemistry, Lecture (taken by APS-MSE, HS majors)**

The course provides an interdisciplinary introduction to polymers. An overview of both polymer chemistry and high polymer physics is presented in the course. Topics include molecular weight and distribution, polymerization reactions and kinetics, solution properties, molecular structure, morphology of amorphous and crystalline polymers, rubber elasticity, visco-elasticity, glass transition, and mechanical testing. Commercial polymers, as well as polymers synthesized in the accompanying laboratory course, will also be investigated.

**CHEM 184.1i: Environmental Chemistry - 3 units, Prerequisite: CHEM 141.01, Organic Chemistry 1, Lecture (taken by CH/CH-MSE majors); CHEM 45.51, Applied Organic Chemistry 1, Lecture (taken by MAC majors); CHEM 43.11, Survey of Organic Chemistry, Lecture (taken by APS-MSE, HS majors)**

Environmental chemistry is the application of chemical principles to the study of the environment. This course discusses the role of chemistry in natural processes and in pollution problems in air, soil, and water from a multidisciplinary standpoint. Students will also be guided for them to understand the impact of pollutants and to trace their fate when released into the environment. There will be discussions on preventive and control measures that can address environmental challenges.

**CHEM 185.2i: Introduction to Pharmaceutical Chemistry - 3 units, Prerequisite: CHEM 141.01 (Organic Chemistry 1, taken by CH/CH-MSE majors), or CHEM 41.21 (Introduction to Organic Chemistry for Biologists), or CHEM 43.11 (Survey of Organic Chemistry, taken by HS and APS-MSE majors), or any Biochemistry subject (CHEM 151.01, or CHEM 51.21 (taken by Bio and LfSci majors), or CHEM 53.10 (taken by HS majors)**

This is a higher level chemistry undergraduate class introducing the various aspects of chemistry and basic pharmacology of drug discovery and development. Topics included in this course give an overview of modern medicinal chemistry, from the principles of drug action to design and development of candidate drugs, receptor-drug interactions, bioavailability, pharmacokinetics, drug interactions, drug preparation and dosage, and methods for analysis of drugs. When relevant, the uses of specific drugs in traditional medicinal practice will also be touched on. A good background in undergraduate organic chemistry is expected. Working knowledge of basic biochemistry concepts is preferred but not required.

**CSP 50i: Cultural Due Diligence: Considerations for Business in and with China - 3 units**

The course introduces students to the macro- and micro-level due diligence process undertaken prior to and when deciding to enter the Chinese economy/market, either through goods and services or through a company. After collection and analysis of verified data applicable to the two broad types of doing business, the same are analyzed in the contexts of socio-political and histori-cultural views to equip students with knowledge and skills ideally present in a manager, i.e., identification of core competency and evaluation of collaborative opportunities. The course culminates with a view of business in the greater scheme of world affairs.

**CSCI 134.1i: Interactive Sound Art Installation - 3 units**

This course introduces students to various genres of sound art and installation. The course explores experimental and non-traditional approaches to sound composition. It allows students to create their own compositions and initiatives through different recording and audio signal-processing techniques.

**DEV 183.14i: Special Topics in Development Management: Alternative Dispute Resolution Process - 3 units**

This course introduces students to the methods of alternative dispute resolution (ADR), specifically negotiation, mediation, and facilitation of consensus building. The course also presents the historical development and theory of ADR. Focused on the Philippine experience, it provides a range of practitioner-oriented information and insights on effective negotiation and mediation. Through workshops, simulation exercises, and case studies, the class provides students with assessment tools for basic competencies in ADR.

**ECON 185.77i: Understanding Money Behavior through Behavioral Science - 3 units**

The course helps students develop a high FQ or “Financial Intelligence Quotient,” which is the focus of understanding and handling one’s personal finances. The underlying behavioral principles affecting our attitudes to money will be studied and tested by the students themselves. Selected experiments will be conducted by students. Furthermore, since these Behavioral Economics principles are not only applicable in finances but in all important aspects of life, the learnings from this course will significantly help in the students’ adulting journey (i.e., psychosocial and physiological development).

**ENGG 181.11i: Foundations of Semiconductor and VLSI - 3 units, Prerequisite: STS 10, PHYS 23.11 or PHYS 23.21 or PHYS 31.01 or PHYS 31.31**

This course looks into foundational concepts related to the semiconductor industry, and its impact on the gross domestic product of the country. Understanding semiconductor chip production and its relation to supply-chain logistics, chip testing, reliability and packaging are discussed. Basic concepts and techniques on semiconductor manufacturing are introduced. Different fabrication processes related to chip technology such as foundries, application specific integrated circuit, field programmable gate arrays, electronic design automation, fabless model, and intellectual property, as well as recent advancements in semiconductor technology, are discussed.

**ENGG 183.01i: Communications Technology and Society - 3 units, Prerequisite: STS 10**

This course looks at the vital function of communications technology in the transformation of society. The advancement in communication systems and its influence and impact on the socio-economic growth of society is discussed. Emerging communication technologies have greatly affected human lives by providing faster and accessible communication, challenging security and privacy, and transforming social behavior.

**ENGG 184.01i: Energy and Society - 3 units, Prerequisite: STS 10**

This course looks into the role of energy in shaping society. The current situation of the country in terms of energy supply and demand, existing energy policies and strategies to promote the use of renewable energy sources to address the energy trilemma are discussed. Furthermore, the lasting impact of these energy sources coupled with our role as consumers of energy is analyzed.

**ENVI 173i: Biocultural Diversity: Linking Culture and Environment - 3 units, Prerequisite: STS 10**

Biocultural Diversity refers to the diversity of life in all its manifestations – biological, cultural, and linguistic – and their interconnectedness. The course introduces the concept of biocultural diversity and how this framework can be used to understand the cultural loss that accompanies biodiversity loss and vice versa. Consequently, an understanding and appreciation of the biocultural diversity framework will also enable students to envision innovative solutions to environmental and heritage conservation issues that build on existing bio-cultural relationships.

**EURO 181.1i: Interdisciplinary Elective: Perspectives on Monarchy - 3 units**

This interdisciplinary course explains how the roles and dynamics of monarchies in the 21st century could be described, analyzed, and constructed using various perspectives in the social sciences. The modules and discussions provide both conventional descriptions and analyses on monarchy as an institution, and more creative and critical nuances for monarchies' pertinent dynamics, issues, contestations, and prospects. While more familiar monarchies in the twenty-first century are in Europe, the course includes examples and sources from other regions of the world, not just to enrich discussions, but to demonstrate that much of the issues that implicate monarchies are pressing and global.

**EURO 182.3i: Interdisciplinary Elective: Sport and Fitness Culture: From Europe to the World - 3 units**

The course examines how conceptions of sport and physical fitness developed within Europe, and were later spread throughout the world through trade, migration, and colonization. Examples of these include competitive sports and the commercialized fitness industry. It argues that although the practices are physical, the reasons for engaging in sport and fitness are ideational, changing over time. Students will be encouraged to reflect on their own physical training practices, and understand how their motivations for doing so can be traced to Ancient Greece, the Renaissance, or the 19th Century when modern conceptions of sport and fitness were established.

**HSCI 40i: Perspectives on the Human Life Cycle - 3 units, Prerequisite: SocSc 11**

This course discusses the biological, psychological, and social development through the human lifespan by presenting the various periods of human growth and development and the common issues prevalent in each stage of human development. It aims to describe human behavior and adaptation as well as discuss public health issues and concerns in the Filipino and global context. It not only provides perspectives on the cycle of human life, but it also introduces concepts and applications on human health and development.

**HSCI 112.9i: Approaches to Health Literacy - 3 units**

Health literacy, or the ability to use and apply information in making decisions as regards to one's well-being, is vital to achieve better health outcomes. This course introduces students to approaches to health literacy by providing an overview of concepts, theories, and methods related to health promotion as well as an explanation of frameworks and strategies necessary for effective health communication. It offers opportunities for students to apply their learnings in health promotion and communication as they develop materials that can help improve health literacy of a given community or sector.

**IDS 121.15i: Basic Music Research and Criticism - 3 units**

This course is an introduction to reliable and recently revised sources of music research for assessing and writing about music. It aims to develop good taste in listening to live and recorded music, an essential ingredient in music criticism. Students do not just research on the aural and sonic features of music itself that make them pleasurable to hear, based on the elements of music, but they are likewise encouraged to delve into the multiple meanings of music by applying interdisciplinary lenses to examine the context, milieu, and status of producers, performers, and consumers of music alike.



**IDS 132.05i: Cultural Studies of Contemporary Technology - 3 units, Prerequisite: SocSc 12, STS 10**

IDS 132.05i Cultural Studies of Contemporary Technology is an introductory course that sets the foundation from which an inquiry, analysis, and critique of the interaction between technology and society can begin. A broad survey of timely and relevant issues is embarked upon within the context of prevailing techno-political, sociocultural, and economic concerns with the intention of revealing and unpacking the operations of power, knowledge, and discourse, with particular emphasis on the Philippine postcolonial experience. The diversity and interconnectedness of possible topics may be of particular interest to students curious about the proximity of their own field to the subject matter.

**IDS 133.03i: Ideologies: Gender Relations - 3 units**

This course discusses gender issues within the intersecting contexts of social, economic, and political realities, with the goal of enabling students to recognize problems of gender inequality in their everyday lives and thus pave the way to responses of transformative resistance to gender injustice.

**IDS 133.04i: Ideologies: Gender and Society in the Philippines–Perspectives, Problems, and Prospects - 3 units**

This course discusses Philippine issues and their relation to gender and the examination of the responses of men and women (but particularly of women) to these issues. The course aids students in understanding their place in society and the part gender plays in that place.

**IDS 143.05i: Literature and Philosophy: Reading for Life - 3 units**

This is an interdisciplinary course in literature and philosophy aimed at introducing students to a practice of deepened ethical engagement with literature and, through literature and philosophy, with life. It revolves around the idea that reading literature has a moral relevance and is valuable for living well.

The course will cover philosophical texts about the cognitive and moral value of literature and examples of philosophical commentaries on works of literature. Its central concepts include literature and moral imagination, literature and its relation to the interpretation and construction of conceptual forms, and the moral and ontological horizons of art.

**IDS 163.13i: Contemporary Issues: Psychology and Personal Growth - 3 units**

This course covers the topic of psychology and personal growth, with particular focus on the “Self-Help” concept and industry. It is essentially a survey course on the topic, covering the development of the humanistic school of psychology and the self-help genre, plus introductions to different self-help literature and methods. Methods will include literature reviews, methodological criticism, reflection papers, debate, and discussion groups. The course finds its culmination in a creative “self-help” project.

**JPN 180.21i: Special Topic: Gender in Japan - 3 units**

An introduction to Japanese society with focus on gender. With the utilization of ethological findings, it investigates the workings of gender in different spheres of Japan, such as politics, economy and culture. The topics include the family/ household, life courses, love and sex, employment, policies and other issues. Developing the comparative views, students are expected to apply the concepts of gender to and exemplify their commitment to the gender issues in the real-world situations. This course falls under the University Thrust ‘Mission and Identity’ to enhance the human life, equipped with transdisciplinary approaches to go beyond the academe.

**JPN 180.22i: Special Topic: Japanese Food Culture - 3 units**

An introduction to Japanese society from the perspective of food. It exposes students to various aspects of Japanese foodways such as procurement, production, processing, distribution, consumption, and waste and recycling. Japanese food is scrutinized in the areas of politics, economy, culture as well as biology and agriculture, and the topics include traditions, multicultural/transnational creations, globalization, trade, environmental issues, and biotechnology. With the understanding of the foodways of a society other than one’s own, this course falls under Internationalization for the University Thrust equipped with the synthetic interdisciplinary approach.

**LAS 112.73i: Leading Teams for Innovation - 3 units**

Science and technology students need to have a strong set of hard and soft skills to succeed in their profession. This course helps them develop soft skills through activities on forming teams, communication, and applying these in the context of the innovation process.

**MATSE 106.1i: Materials and Testing Laboratory I - 3 units, Prerequisite: MATSE 101 (for BS CH-MSE, BS APS-MSE and all other major programs), ENGG 48 (for BS EcE)**

The materials and testing laboratory courses aim to reinforce concepts in materials science and engineering through experimentation and testing in the laboratory. These will equip our scientists and engineers to better understand the things around us. The courses enhance their knowledge and skills in basic to advanced materials testing and characterization. The interdisciplinary approach in these courses broadens their experience and perspectives, and enhances their problem solving skills in practical engineering situations. Discussions and activities for the first course focus on structure-property relationships and principles behind thermodynamics, metallography and microscopy of different materials.

**MATSE 111i: Metallic Materials - 3 units, Prerequisite: MATSE 101 (for BS CH-MSE, BS APS-MSE and other major programs), ENGG 48 (for BS EcE)**

The course introduces the principal sources of metallic materials, the science and engineering considerations in processing them into useful products, and the engineering considerations when utilizing such products. Fundamental to advanced concepts on physical and mechanical properties of metals and alloys in relation to their structure are emphasized: metal extraction, development and control of the microstructure of metals, metal forming, additive manufacturing, and metal failure. The course deepens the knowledge and awareness of students about local mineral sources and equips them to contribute to the sustainable utilization and improvement of metallic materials for the benefit of the local manufacturing industry.

**MATSE 160i: Innovation and Technology - 3 units, Prerequisite: SOSE Majors with Senior Standing (for initial offering)**

This course trains future technologists; with focus on strategic thinking and the role of innovation in changing the technical landscape. The course surveys themes like technology and society, creation of new technology companies based on new ideas, and global competitiveness from a science and engineering perspective. The global context of technology development and technical basis of new developments are discussed. This is a capstone course that develops a strategic overview of technology and applying this knowledge to the Philippine scene. The strategic role of intellectual property: patenting, licensing, and trade secrets in securing for entrepreneurs their intellectual equity are studied.

**MKTG 128.03i: Marketing and Consumer Psychology - 3 units**

This course is designed to provide students with an introduction to consumer behavior as viewed from a psychological lens and underscores the need to understand how and why consumers behave as they do. It covers the fundamentals of consumer behavior and the consumer decision process, as well as the basic elements of psychology such as human needs, perceptions, beliefs, attitudes and intentions, motivation, and learning as they influence consumer behavior. The course emphasizes that human psychology can inform the development of marketing activities as it provides insights on how consumers think, feel, and select among different alternatives.

**MSYS 121i: Applied Digital Law and Ethics - 3 units**

Within technology-mediated networks, rules and possibilities exist as digital technology weaves itself into people's lives. Central in this network is the human person— the moral arbiter, the most valuable player who via human institutions, crafts the norms and laws that govern the use of digital media. In this context, the course exposes students to ethical and legal norms of practice, and hones responsible IT users by instilling a comprehensive and coherent worldview of issues that arise in their field of practice. The course equips students with an understanding of ethics and law pertaining to issues regarding digital media.

**PHILO 132.2i: The Value and Aims of Education - 3 units**

This course inquires into the value and aims of education, especially formal education, within society and the polity. It uses the question of educational aims to frame current debates and issues within educational practice and research, including issues pertaining to educational inequality and injustice. It draws on thinking from moral philosophy, political philosophy, sociology, and educational practice to illuminate these debates.

**PHYS 162.01i: Computational Physics, Lecture - 3 units, Prerequisite: PHYS 33.01, PHYS 33.02, PHYS 114 (Physics Majors); PHYS 23.01, PHYS 23.02, MATH 72.2 (Math Majors)**

PHYS 162.01i introduces students to aspects of computational physics. The course involves computer programming and the use of computational software. Topics include sources of error in numerical problem solving, data analysis and curve fitting, numerical differentiation and integration, function approximation, linear systems of equations, and methods for solving initial-value and/or boundary-value problems for ordinary and partial differential equations.

**PSYC 50.06i: Dynamics of Groups in Organizations - 3 units**

This course prepares students who will be involved in leading, and/or managing teams and groups in organizations. It provides a venue for understanding effective and ineffective behaviors, processes and underlying dynamics of group functioning as well as helpful leader behaviors across the stages of team development. The course uses structured experiential learning as a primary method, supplemented by readings, cases, exercises, and other student-centered tools. Topics include the different roles of team members and the functions of group leaders, the elements of group process, group development and performance.

**PSYC 50.08i: Leadership Selection and Development in Organizations - 3 units**

Leadership influences and motivates people to perform effectively and meet organizational goals. Despite the common belief that leaders are “born”, leadership is learned through various programs and interventions where desired leadership competencies can be developed. This class seeks to elucidate the processes involved in leadership development across different organizational contexts. It will examine leadership selection and development from a person-oriented approach, and unpack how this process impacts organizations, systems and policies, and the financial bottom-line. The course aims to equip students with perspectives and skills in leadership succession and development.

**PSYC 70.05i: Teaching Young Children - 3 units, Prerequisite: SocSc 11**

This course explores how Psychology and Education theories and principles are integrated and applied in teaching young children in school and community contexts. It provides students with perspectives and models of early childhood education and developmental psychology, and introduces skills in crafting developmentally-appropriate activities and environments to nurture learning and development in early childhood.

**PSYC 80.04i: Brain Boost: Bridging Research & Practice - 3 units, Prerequisite: SocSc 11**

It is a seminar course that examines the literature on the brain, and explores how these basic researches can ‘make sense’ and become useful and relevant to everyday lives. It provides a venue for analyzing these studies and employing these current data, by translating them into practical applications, to optimize brain functions, develop individual/group potentials, and transform the latter into remarkable performance in terms of cognition and behavior. It fills in the gap between brain research findings and practice that are related to growth and development, wellness, learning, memory and language, decision-making and creativity, mood/attitude and emotions, intelligence, and others.

**PSYC 80.06i: Genius and Madness: Abnormal Psychology in Western Arts, Literature and History - 3 units**

This course provides students with a deeper understanding of psychopathological disorders and their pivotal role in Western art, literature, and scientific progress. Beginning with the application of the biopsychosocial approach to develop a thorough understanding of abnormal behavior and inductive reasoning to identify the shared biological foundations of psychopathology and creativity in terms of neural networks and brain-based activity, the course proceeds to utilize specific case material to explore abnormal behavior in historical, social, and cultural contexts.

**PSYC 80.08i: Disaster and Mental Health - 3 units**

This course provides an overview of the social, systemic, and psychological impacts of natural disasters on individuals, families, and communities. Learners will identify a multisectoral community framework and guidelines for disaster response. This class seeks to develop knowledge and skills in providing psychosocial support before, during, and after disasters. Learners will also be able to practice competencies in: critical thinking, research skills, and social responsibility. The class utilizes a combination of readings, discussions, lectures, and simulations to build knowledge and skills in delivering psychosocial interventions.

**PSYC 80.09i: Surviving and Thriving in the 21st Century: A Philosophical-Psychological Exploration of Mindfulness 1.0 - 3 units, Prerequisite: SocSc 11 and any Philosophy 11**

This course seeks to empower and equip students to address a semester-long personal challenge by harnessing the four pillars of mindfulness training as taught by the Ateneo Bulatao Center. This semester-long project will be enriched by inquiring into the Engaged Buddhist philosophical themes that ground mindfulness practice in general and the four pillars of mindfulness training in particular. It will conclude with a capstone project presentation enriched by the philosophical-psychological exploration of the four mindfulness pillars.

**SocSc 131i: Right to Food, the Food Systems and Development - 3 units**

The course provides an overview of a rights-based approach to development as applied to the right to adequate food in the context of sustainability and socioeconomic development in the Philippines and other countries. It will discuss rights and obligations, recourse mechanisms, a history of the right to food and the right to food experiences. The course provides a conceptual framework of Food Systems and Development, including food production, food security and nutrition and healthy diets, water, sanitation, social safety nets and vulnerabilities. Selected issues within this framework will be discussed and possibilities for involvement under a practicum/ service- learning scheme.

**SocSc 134i: Competition Policy and the Law - 3 units, Prerequisite: ECON 110**

This course is an introduction to the different theories and concepts regarding the current practice underlying the promotion of market competition. It provides basic concepts in understanding the underlying laws regarding prohibiting unfair competition and anti-trust laws. It also compares different competition policies in the Philippines and across different countries, particularly in the European Union and the United States of America. It examines firm behavior and policies towards rivals and consumers.

# **Physical Education**

The following Physical Education program course approved by the Curriculum Committee effective SY 2021-2022, are offered in addition to those listed in the *Undergraduate Bulletin of Information*, 2020 Edition (version 2.0 May 2022).

## **THE PHYSICAL EDUCATION PROGRAM**

The Physical Education Program contributes to the total formation of Ateneans through various course offerings per semester. These accommodate a wide range of students' interests and abilities – from the more traditional games like basketball, tennis, badminton, and soccer to the more exceptional sports and health exercises such as yoga, tai-chi, wu-shu, fencing, taekwondo, judo, arnis, muay thai, dance-sports, tap dancing, swimming and snorkeling or skin diving.

Jesuit Education adheres to holistic development and character formation of the students. The P.E. Program specifically focuses on the physical development aspect and allows students to play, interact and even compete in a friendly environment. Physical components like speed, agility, power, strength, balance, coordination, reaction time, flexibility, and endurance are developed through the various physical activities offered.

The Program not only develops the physical well-being of the students, but also instructs them in the rules, discipline, and ethics important in fair play, which will serve them well in other areas of their college life and future professions.

The P.E. Program also administers the recreational facilities and equipment of the Loyola Schools for the indoor and outdoor use by students, faculty, and staff.

### **Physical Education Program Course Offerings**

#### **PHYED 158: Basic Ballet - 2 units (New)**

Basic Ballet (PHYED 158) introduces students to the basics and foundations of Classical Ballet. It is a course for those who have no background in dance or in ballet or for individuals who took ballet during their younger years, but never had the opportunity to continue with formal training. The course teaches the basics and progression of Classical ballet technique and its vocabulary, and develops strength and flexibility in the process.

# **New/Revised Courses, Minors, *and* Specializations**

The following courses, minors, and specializations, approved by the Curriculum Committee effective SY 2021-2022, are offered in addition to those listed in the *Undergraduate Bulletin of Information*, 2020 Edition (version 2.0 May 2022)

**SCHOOL *of***  
**HUMANITIES**



# FILIPINO

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Taglay ang atas ng Pamantasang Ateneo de Manila na magsilbing taga-ingat at tagasulong ng kabang-yaman ng Kulturang Filipino, nang isinasaalang-alang ang pana-panahong pagbabago ng kasaysayan at lipunang sarili at pati ng sa mundo, itinatakda ng Kagawaran ng Filipino ang: propesyunal at multi-disiplinaryong pagtugon sa pangangailan na iuwi at iugat sa sariling kultura ang pamantasan at lahat ng pinaglilingkuran nito hindi sa pamamagitan ng pagtatakwil sa mga kaalamang hiram kundi sa integrasyon nito sa mga kaalamang sarili. Isasagawa ito sa pakikisangkot sa malikhaing praktis, pagtuturo, at pagsasaliksik na walang humpay na pinatitining at pinalalaya ng espiritwalidad ni San Ignacio.

## COURSE OFFERINGS

**PNTKN 166 (New)**

### **KONSUMERISMO SA PANITIKAN AT KULTURA**

**3 units**

Nakatuon ang kurso sa pagsusuri ng mga teorya ng konsumerismo simula ika-19 na siglo at kung paano nito naapektuhan ang paraan ng pagsusuri sa panitikan at iba pang tekstong pangkultura nang may diin sa Panitikang Filipino. Tinututukan sa kurso ang mga usapin ng popular, lalo na sa malawakang dibisyon ng kulturang indibidwal at kolektibo upang mabigyang-daan ang isang kritikal na kasaysayan ng produksiyon, sirkulasyon at pagkonsumo, at ang ugnayan ng mga prosesong ito sa mga usaping katulad ng subhetibidad, paggawa, seksuwalidad, uri, etnisidad, kolonyalismo, globalisasyon, teknolohiya, at iba pa.

**PNTKN 197.1 (Revised)**

### **PRAKTIKUM 1: PRAKTIKUM SA AKADEMYA**

**3 units**

**Prerequisite: PNTKN 113, PNTKN 114, PNTKN 115, PNTKN 116, PNTKN 117**

Nakatuon ang kurso sa pagpapakilala sa mag-aaral ng uri ng akademikong trabaho na nararanasan ng mga nagtapos ng AB Panitikang Filipino, tulad ng pagtuturo, pamamatnugot ng dyornal, at pangangasiwa ng mga kumperensiya, palihan, panayam at iba pa. Sa pamamatnubay kapuwa ng guro at ng kinatawang kawani ng napiling institusyon, lumalahok ang mag-aaral sa mga gawaing akademiko, tulad ng paghahanda ng kasangkapang panturo, pagwawasto ng mga manuskrito, at pagtulong sa mga tungkuling organisasyonal, upang matutuhan ang makabuluhan at makataong pag-aangkop sa propesyonal na antas ng mga karunungan inaral sa mga kursong medyor at mga kursong panlahat.

**PNTKN 197.2 (Revised)**

### **PRAKTIKUM 2: PRAKTIKUM SA LABAS NG AKADEMYA**

**3 units**

**Prerequisite: PNTKN 113, PNTKN 114, PNTKN 115, PNTKN 116, PNTKN 117**

Nakatuon ang kurso sa pagpapakilala sa mag-aaral ng mga larang, industriya at/o institusyon sa labas ng akademya na maaaring pagtrabahuhan ng mga nagtapos ng AB Panitikang Filipino, tulad ng paglalathala, pananalastas, at mass media. Sa pamamatnubay kapuwa ng guro at ng kinatawang kawani ng napiling kompanya o institusyon, lumalahok ang mag-aaral sa mga gawaing pampanitikan, tulad ng pamamatnugot ng publikasyon, malikhaing pagsusulat at/o pagsasalin ng iba't ibang teksto, at pagbubuo ng iba't ibang uri ng artsibong kultural, upang matutuhan ang makabuluhan at makataong pag-aangkop sa propesyonal na antas ng mga karunungan inaral sa mga kursong medyor at mga kursong panlahat.

# FINE ARTS

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Rooted in relevant traditions (Jesuit, Filipino, and Atenean), the Fine Arts Department is the Loyola Schools' hub for the academic study of practices in the fields of art, creative writing, design, and theater. The department's graduates are technically proficient in the crafts involved in their artistic disciplines, literate and articulate in the theories and history of their artistic disciplines, and aware and critically responsive to the relevant contexts that affect their practices.

The Fine Arts Department is committed to a contextualized program of study that is aware of the local, regional, and global forces that affect practices in the arts. It ensures that students develop the willingness to interrogate their field, their greater world, and their own selves, while also developing the willingness and ability to respond through creation and creative acts.

The Department believes that if the creative act is responsive then it is one strengthened by the rigor of research. It believes that a practice steeped in knowledge cannot help but lead to the impulse to create and perform. It views outreach and formation as not external to one's field of study, but as part of it through service learning and discipline-based formation. This is all part of the belief in forming students who are not only aware but also engaged.

## COURSE OFFERINGS

### **ARTM 113 (New)**

#### **CRAFTING THE IMAGE**

##### **3 units**

This course discusses the nature, function, and aesthetics of the image, as generated by photography and video

art, arguably two of the foremost artistic media in contemporary art. In addition, it examines the history, development, and eventual dominance of image-based arts expressed by analog and digital modalities, from single-channel television sets to computer screens. With an interdisciplinary approach, the course investigates the excursion of image-based works in other media such as body and performance art, installation art, and conceptual art.

### **ARTM 130 (New)**

#### **WRITINGS BY ARTISTS**

##### **3 units**

This course delves into texts exclusively written by artists that are parallel, if not fully contributory, to their practice. These texts include, but are not limited to, letters, diary entries, literary works, journalistic pieces (such as interviews), artist statements, and manifestos, extending to language-based art. Through the artists' own words, the course provides the students an insight into autobiographically-leaning historical records that illuminate aspects of the creative process, personal aesthetics, artistic intent, and reach of inspiration and influence.

### **ARTS 140 (Revised)**

#### **INTRODUCTION TO ASIAN VERNACULAR ARCHITECTURE AND ARTFORMS**

##### **3 units**

This course involves identifying and differentiating the evolution of the vernacular architecture and related artforms of Asia with emphasis on the Philippines. This course enables you to analyze the nature of tropical design as the basis for the domestic architecture of Asia, especially the Philippines and how culture, society and external influences greatly impact vernacular domestic design and lifestyle.

### **IDES 103.05 (Revised)**

#### **DESIGN PRACTICE: BRANDING**

##### **3 units**

This course introduces students to brand concepts and how the branding process takes place. It solidifies the students' grasp of design-related work in the field of corporate design, creating strategies that build brand awareness and loyalty based on the customer's experience of a specific object or idea.

### **IDES 180 (New)**

#### **SPECIAL TOPICS IN INFORMATION DESIGN**

##### **3 units**

##### **Prerequisite: ArtAp 10**

This course explores possible topics related to Information Design. It seeks to provide students with the opportunity to learn tangential skills and concepts that elevate their design practice.

### **IDES 180.03 (Revised)**

#### **SPECIAL TOPICS IN INFORMATION DESIGN: VISUAL NARRATIVES IN COMICS AND GRAPHIC NOVELS**

##### **3 units**

##### **Prerequisite: ArtAp 10**

The course focuses on the role of images in telling stories, particularly using the medium of comics and sequential art. It analyzes sample works across various forms and platforms of sequential art, focusing on the concepts, elements, and techniques of visual storytelling. The course challenges students to articulate and demonstrate an understanding of how stories are visualized as-or adapted into-meaningful text-image works.

**IDES 180.04** (New)

**SPECIAL TOPICS IN INFORMATION DESIGN: DIGITAL SHORT FORM DOCUMENTARY**

**3 units**

**Prerequisite: ArtAp 10**

The course explores the short-form digital documentary format, focusing on explainer video essays. Influenced by the accessibility of digital video platforms like YouTube, the video essay genre has become an increasingly popular means to communicate complex ideas, exposés, analysis, and editorials to an internet-savvy audience. The course tackles the roots of the genre, foundational videography, and editing to build a compelling and informative digital visual presentation.

**IDES 185** (New)

**SPECIAL PROJECTS IN INFORMATION DESIGN**

**3 units**

**Prerequisite: ArtAp 10, ARTS 120**

This course explores possible projects related to Information Design. It seeks to provide students with the opportunity to create projects and products that elevate their design practice.

# MODERN LANGUAGES

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The Department of Modern Languages provides the students with the necessary basic and intermediate skills for oral and written communication in Spanish, French, German, Italian, Portuguese, Russian, Bahasa Indonesia, and Korean and acquaints them with the country's history, art and culture as well as to understand and appreciate their own. Its objective is to provide the basic listening, speaking, reading and writing skills to enable students to function in practical situations.

The Department of Modern Languages seeks to be a leading center in Asia for foreign language learning in a rapidly, constantly changing world; and in so being, our students become capable of asserting themselves in the global and local sense. The Department also seeks to form Christian leaders with communication skills to interact and excel in a social, business or professional environment deeply rooted in Philippine culture yet knowledgeable of foreign cultures and affairs through partnerships with other sectors within and outside the Ateneo.

## COURSE OFFERINGS

**FRE 13** (Revised)

**INTERMEDIATE FRENCH 1**

**3 units**

**Prerequisite:** FRE 12

This course strengthens the language skills and knowledge acquired in the previous level and continues to lower intermediate level linguistic structures in French.

**FRE 14** (Revised)

**INTERMEDIATE FRENCH 2**

**3 units**

**Prerequisite:** FRE 13

This course reinforces the language skills and knowledge acquired in previous levels and moves on to higher intermediate level grammar and vocabulary, while discussing more aspects of French society and culture.

**FRE 17** (New)

**EXPERT FRENCH 1**

**3 units**

**Prerequisite:** FRE 16

This course refines the language skills and knowledge acquired in the previous levels and proceeds to lower expert level linguistic structures in French, while discussing the culture and society of French-speaking countries.

**GER 13** (Revised)

**INTERMEDIATE GERMAN 1**

**3 units**

**Prerequisite:** GER 12

This course strengthens the language skills and knowledge acquired in the previous level and continues to lower intermediate level linguistic structures in German.

**GER 14** (Revised)

**INTERMEDIATE GERMAN 2**

**3 units**

**Prerequisite:** GER 13

This course reinforces the language skills and knowledge acquired in previous levels and moves on to higher intermediate level grammar and vocabulary, while discussing more aspects of German society and culture.

**INDO 13** (Revised)

**INTERMEDIATE BAHASA INDONESIA 1**

**3 units**

**Prerequisite:** INDO 12

This course strengthens the language skills and knowledge acquired in the previous level and continues to lower intermediate level linguistic structures in Bahasa Indonesia.

**INDO 14** (Revised)

**INTERMEDIATE BAHASA INDONESIA 2**

**3 units**

**Prerequisite:** INDO 13

This course reinforces the language skills and knowledge acquired in previous levels and moves on to higher intermediate level grammar and vocabulary, while discussing more aspects of Indonesian society and culture.

**ITA 13** (Revised)

**INTERMEDIATE ITALIAN 1**

**3 units**

**Prerequisite:** ITA 12

This course strengthens the language skills and knowledge acquired in the previous level and continues to lower intermediate level linguistic structures in Italian.

**ITA 14** (New)

**INTERMEDIATE ITALIAN 2**

**3 units**

**Prerequisite:** ITA 13

This course reinforces the language skills and knowledge acquired in previous levels and moves on to higher intermediate level grammar and vocabulary, while discussing more aspects of Italian society and culture.

**SPA 13** (Revised)

**INTERMEDIATE SPANISH 1**

**3 units**

**Prerequisite:** SPA 12

This course strengthens the language skills and knowledge acquired in the previous level and continues to lower intermediate level linguistic structures in Spanish.

**SPA 14** (Revised)

**INTERMEDIATE SPANISH 2**

**3 units**

**Prerequisite:** SPA 13

This course reinforces the language skills and knowledge acquired in previous levels and moves on to higher intermediate level grammar and vocabulary, while discussing more aspects of Hispanic society and culture.



**JOHN GOKONGWEI**  
**SCHOOL *of* MANAGEMENT**

# LEADERSHIP AND STRATEGY

5/F John Gokongwei  
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The Department of Leadership and Strategy (LAS) assumes the integrative role in JGSOM's programs, participating in the school's pursuit of leadership in business education. The department welcomes the JGSOM students through their management introductory courses, such as Principles of Management, Entrepreneurial Mindset and Philippine Business Environment: Policies and Programs in Enterprise Development. Towards the end of their programs, JGSOM students take culminating courses with LAS such as Strategic Management, Leadership and Business Ethics, CSR and Sustainability and Enterprise Development capstone program. Elective offerings are in the area of general management, entrepreneurship, human resource management, international business, strategy, leadership, sustainability management, business ethics, family business management and social entrepreneurship.

The Leadership and Strategy Department, through its course development, and faculty involvement and commitment, seeks to contribute to JGSOM's goal of molding Ateneo management students to become principle-centered leaders and entrepreneurs who nurture a people-oriented culture and who take on a strategic global perspective rooted in the ASEAN and Philippine context.

## **MINOR IN SUSTAINABILITY**

(revised)

Despite the Philippines' share of poverty and disaster, we have not been able to systematically develop a connected understanding of the complex social and natural environments among members of our society. This kind of understanding should not only encompass cognitive and affective aspects but also lead to behavioral change. This should also use multi- and interdisciplinary perspectives, specifically those of systems thinking and sustainable development. As more organizations move toward an acceptance of sustainability models, our students need to be equipped with the lenses, frameworks, tools, and methodologies that can be applied in various fields and professions.

### ***Eligibility Requirement***

Open to all LS undergraduate students

### ***Admission Requirements***

ENVI 10.01 Introduction to Environmental Science, Lecture

### ***Minimum Grade Requirement***

No Grade lower than a C for all subjects qualified for the Minor

### ***Program Curriculum***

#### **Required Courses (9 units)**

ENVI 177.04i Environmental Management for Sustainability

PHYS 180.5 Climate Change and Disaster Risk

**OR**

ENVI 21i Climate and Earth System, 3 units

DECSC 141 System Dynamics Modelling

#### **Electives (6 units; choose two)**

DEV 181.2i Special Topics in Humanitarian Action: Disaster Risk Reduction and Society

DEV 183.20 Special Topics in Development Management: Entrepreneurship for Sustainable Development

DEV 183.24i Special Topics in Development Management: Creating Shared Value for Practitioners

DEV 183.25 Special Topics in Development Management: Social Entrepreneurship

DEV 186.19 Special Topics in Development Studies: Political Economics of Environmental Resources

DEV 186.44 Special Topics in Development Studies: Issues in Sustainable Development

DEV 187.3 Special Topics in Geography and Development: Disaster Risk Reduction & Society

ECON 159 Economics of Natural Resources and Environment

ECON 185.61 Special Topics in Economics; Social, Political, and Ecological Economics

LAS 140 Sustainability and Social Responsibility

LAS 141 Social Enterprise

LAS 142i Corporate Sustainability

LAS 150.6i Creative Problem Solving for Sustainability Management

PHILO 126.06 Environmental Ethics

SOAN 123.1 Cities and Society

Other courses as may be determined/approved by the Program Director.

Total Number of Units for the Minor: 15 units

## **COURSE OFFERINGS**

**LAS 132 (New)**

**BUSINESS ETHICS**

**3 units**

This course aims to prepare and familiarize students with the ethical dimension of business, especially in strategic decision making. The course delves into the literature in contemporary business ethics, including various approaches and assumptions in business ethics, value creation, and measuring impact and ethical business through various case studies, paying attention to both the local and global context.

# MARKETING AND LAW

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The Marketing and Law Department's Marketing unit is committed to helping develop future management practitioners, corporate or entrepreneurial, who will create relevant and meaningful value centered around the three contemporary marketing principles of: customer delight, social responsibility, and sustainability.

The Department's Law unit serves the dual role: of providing business law knowledge and expertise that are critical to operating and managing successful and viable organizations; and sustaining the development and continued growth of the Legal Management program.

## COURSE OFFERINGS

**LLAW 115.04** (Revised)

### **LAW ON BUSINESS AND TRANSFER TAXATION**

**3 units**

**Prerequisite: LLAW 113 and LLAW 115**

The course aims to provide students with an overview of laws and revenue regulations related to the percentage taxes that businesses regularly pay, including the various kinds of transfer taxes. This course thus helps students recall and expand their knowledge on Income Taxation. Court case studies and tax computations are used to deepen their understanding of the nature of these transactions.

**MKTG 111.03** (Revised)

### **ENTREPRENEURIAL MARKETING (MGMT)**

**3 units**

Through this course, the management student learns to identify consumer needs, to satisfy these needs in the form of entrepreneurial products or services, to quantify the risks of offering these new products or services to the market, and to evaluate the resulting projects in terms of societal priorities and well-being of the larger community.

**MKTG 111.04** (Revised)

### **ENTREPRENEURIAL MARKETING (MAC)**

**3 units**

Through this course, the Management of Applied Chemistry student learns to identify consumer needs, to satisfy these needs in the form of entrepreneurial chemistry-based products, to quantify the risks of offering these new products to the market, and to evaluate the resulting projects in terms of societal priorities and well-being of the larger community.

**MKTG 111.30** (Revised)

### **INTERMEDIATE MARKETING**

**3 units**

Through this course, the student of Restaurant Entrepreneurship learns to identify consumer needs, to satisfy these needs in the form of entrepreneurial products or services in the restaurant industry, to quantify the risks of offering these new products or services to the market, and to evaluate the resulting projects in terms of societal priorities and well-being of the larger community.

**MKTG 114** (New)

### **PUBLIC RELATIONS MANAGEMENT**

**3 units**

**Prerequisite: MKTG 111 or MKTG 111.03 or MKTG 111.04 or MKTG 111.30**

This course puts emphasis on the marketing management orientation of Public Relations. It highlights the importance of stakeholder management and strategic communication in shaping the perception of an organization's various publics. Topics include the role of public relations in the marketing plan, ethics concerning the discipline, and strategies and tools in implementing a local Public Relations program.

**MKTG 125** (Revised)

### **INTERNATIONAL MARKETING**

**3 units**

**Prerequisite: MKTG 111/MKTG 111.03/MKTG 111.04/MKTG 111.30**

This course studies the application of Marketing concepts and principles considering the various factors and nuances of exporting and/or importing a branded product or service to/from foreign markets.

**MKTG 140.01** (Revised)

**SOMBA: BUSINESS VENTURE 1 (LECTURE)**

**3 units**

**Co-requisite: MKTG 140.02**

This course is the first of three foundational courses in developing a startup enterprise. This course teaches students various processes, strategies, tools, and techniques to help them search and discover suitable markets, locate their initial customers, and formulate viable business models and strategies. The students are expected to apply the lessons they learn in class to the startup business they are developing.

**MKTG 140.02** (Revised)

**SOMBA: BUSINESS VENTURE 2 (LABORATORY)**

**3 units**

**Co-requisite: MKTG 140.01**

This course is the first of three laboratory courses in developing a new enterprise. It guides the students to progress their accepted business proposal to the formulation of a feasible business concept, the justification for its incubation, and the development of a proof of concept/prototype through direct hands-on learning. The students are expected to meet with their group outside regular class/consultation hours to work on and develop their venture enterprise.

**MKTG 141.01** (Revised)

**SOMBA: BUSINESS DEVELOPMENT 1 (LECTURE)**

**3 units**

**Prerequisite: MKTG 140.01, MKTG 140.02**

**Co-requisite: MKT 141.02**

This course is the second of three foundational courses in developing a startup business. It teaches students how to acquire an entrepreneurial mindset in proceeding from business ideas to setting up a startup firm. The course focuses on design thinking and strategy development processes for a startup business to ensure its sustainability and scalability. It also includes finding the right product/service-market fit, developing the product/service, and validating customer feedback.

**MKTG 141.02** (Revised)

**SOMBA: BUSINESS DEVELOPMENT 2 (LABORATORY)**

**3 units**

**Prerequisite: MKTG 140.01, MKTG 140.02**

**Co-requisite: MKT 141.01**

This course is the second of three laboratory courses in developing a new enterprise. It guides students in progressing their proof-of-concept to a commercializable product or service. Office resources are provided to facilitate the marketing and selling functions.

**MKTG 142.01** (Revised)

**SOMBA: START UP OPERATIONS 1 (LECTURE)**

**3 units**

**Prerequisite: MKTG 141.01 & MKTG 141.02**

**Co-requisite: MKTG 142.02**

This course is the third of three foundational courses in developing a startup business that guides students in the management of their growing enterprise. Entrepreneurial teams focus on refining aspects of commercial production, marketing, and sales of their product or service. Students are also taught financial management models that can be applied in their business as they concentrate on making their endeavor a "going concern".

**MKTG 142.02** (Revised)

**SOMBA: START UP OPERATIONS 2 (LABORATORY)**

**3 units**

**Prerequisite:** MKTG 141.01 & MKTG 141.02

This course is the third of three laboratory courses in developing a new enterprise that guides students in the management of their growing enterprise. The student groups are mentored in terms of evaluating and monitoring financial results, marketing outcomes, and operations/human resources concerns. Office resources are continually provided to facilitate the marketing and selling functions.

**MKTG 143.02** (Revised)

**BUSINESS VENTURE 2, LABORATORY - MAC**

**3 units**

This course is the first of three laboratory courses in developing a new enterprise for Management of Applied Chemistry students. This first class is a combination of lecture and lab sessions that provides the students with a theoretical framework, as well as teach processes, strategies, tools, and techniques to help them search and discover suitable markets, locate their customers, and formulate viable business models and strategies. Students are expected to apply their learnings to the startup business they are developing with the goal of formulating a feasible business concept and developing a proof-of-concept/prototype of their chemical-based product.

**MKTG 144.01** (Revised)

**BUSINESS DEVELOPMENT 1, LECTURE (MAC)**

**3 units**

**Prerequisite:** MKTG 143.02

**Co-requisite:** MKTG 144.02

This course is the first of two lecture courses for Management of Applied Chemistry students that teaches them how to acquire an entrepreneurial mindset in proceeding from business ideas to setting up a startup firm. It focuses on design thinking and strategy development processes for a startup business to ensure its sustainability and scalability, and includes finding the right product-market fit, developing the product, and validating customer feedback.

**MKTG 144.02** (Revised)

**BUSINESS DEVELOPMENT 2, LABORATORY (MAC)**

**3 units**

**Prerequisite:** MKTG 143.02

**Co-requisite:** MKTG 144.01

This course is the second of three laboratory courses in developing a new enterprise for Management of Applied Chemistry students that guides them in progressing their proof-of-concept to a commercializable chemical-based product. Office resources are provided to facilitate the marketing and selling functions.

**MKTG 145.01** (Revised)

**START UP OPERATIONS 1, LECTURE (MAC)**

**3 units**

**Prerequisite:** MKTG 144.01, MKTG 144.02

**Co-requisite:** MKTG 145.02

This course is the second of two lecture courses for Management of Applied Chemistry students that guides them in the management of their growing enterprise. The course focuses on the commercial production, marketing, and sales of their product. Students are also taught the financial aspects of their business as they concentrate on developing their enterprise.



**MKTG 145.02** (Revised)

**START UP OPERATIONS 2, LABORATORY (MAC)**

**3 units**

**Prerequisite:** MKTG 144.01, MKTG 144.02

**Co-requisite:** MKTG 145.01

This course is the third of three laboratory courses in developing a new enterprise for Management of Applied Chemistry students that guides them in the management of their growing enterprise. The student groups are mentored in terms of evaluating and monitoring financial results, marketing outcomes, and operations/human resources concerns. Office resources are continually provided to facilitate the marketing and selling functions.

# QUANTITATIVE METHODS AND INFORMATION TECHNOLOGY

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The Quantitative Methods and Information Technology (QMIT) Department prepares future managers to be aware and to be prepared in utilizing technology to continuously improve business processes and make informed business decisions. To achieve this,

The QMIT Department houses two sub-units. The 'Quantitative Methods' unit helps prepare students with their future careers as managers by equipping them with essential quantitative tools and methods. The courses under this unit focus on applied quantitative courses such as business statistics, quantitative research methods, production/operations management and operations research. These courses aim to prepare management students to be comfortable in using quantitative methods as part of their business decision making processes.

The 'Information Technology' unit helps propel the students with the necessary skills to be comfortable in the domain of Information Technology. The array of courses includes business software applications, basic computer programming, IT Fundamentals, business process re-engineering, and information engineering. These courses train students to effectively use computers and information technology to their business advantage.

## **COURSE OFFERINGS**

**QUANT 160** (Revised)

**BASIC PRINCIPLES OF OPERATIONS RESEARCH**

**3 units**

This course introduces operations research (OR) as a management discipline. The course presents a survey of management situations and cases that give rise to the formulation and use of basic OR-oriented approaches and techniques.

**SCHOOL *of***  
**SCIENCE AND**  
**ENGINEERING**

# **ELECTRONICS, COMPUTER, AND COMMUNICATIONS ENGINEERING**

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The Department of ECCE provides a science-based and research-oriented engineering program characterized by a multidisciplinary approach which aims to develop graduates who will be front-runners in the rapidly changing fields of microelectronics, telecommunications, biomedical engineering, and energy.

## COURSE OFFERINGS

**ENGG 181.12** (New)

**FOUNDATIONS OF SEMICONDUCTOR AND VLSI, LABORATORY**

**1 unit**

**Prerequisite:** STS 10, PHYS 23.11 or PHYS 23.21 or PHYS 31.01 or PHYS 31.31

**Co-requisite:** ENGG 181.11i

This laboratory course complements the topics discussed in Foundations of Semiconductor and Very Large-Scale Integration (VLSI). Basic skills required to familiarize with industry-grade tools such as shell scripting and Unix environment are introduced. Introductory VLSI design flow concepts associated with front-end and back-end tools are explored. Computer-Aided Design (CAD) tools related to semiconductor manufacturing and process layout are explored as well.

**ENGG 183.02** (New)

**COMMUNICATIONS TECHNOLOGY AND SOCIETY, LABORATORY**

**1 unit**

**Prerequisite:** STS 10

**Co-requisite:** ENGG 183.01i

This laboratory course complements the topics discussed in Communications Technology and Society, Lecture. The laboratory component would give an introduction to the different communications media, methods and processes used before and today and how telecommunications have evolved together with society. This includes interactive activities employing traditional communication technology such as semaphores, braille, and hand signals; and contemporary communications technology such as AM and FM transmission.

**ENGG 184.02** (New)

**ENERGY AND SOCIETY, LABORATORY**

**1 unit**

**Prerequisite:** STS 10

**Co-requisite:** ENGG 184.01i

This laboratory course complements the topics discussed in Energy and Society, Lecture. It aims to develop in students the skills needed in analyzing, evaluating, and future-proofing energy systems. Using modeling and simulation tools, activities include energy auditing, optimization, and energy systems planning designed to lay out the impact of energy on the advancement of technology, on shaping society, and on environmental sustainability.

# INFORMATION SYSTEMS AND COMPUTER SCIENCE

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The Department of Information Systems and Computer Science seeks to be the Computer Science and Information Systems education institution of choice in Asia, serving as a cradle for innovative technology research and development. It seeks to transform students grounded in theory and practice into world-class professionals and researchers capable of producing information technologies that meet society's needs.

## COURSE OFFERINGS

**ISCS 30.38** (New)

### **GUIDED STUDIES IN CREATIVE CSS DEVELOPMENT**

**1 unit**

This course introduces students to the use of Cascading Style Sheets (CSS) for web development in a creative manner. CSS is used not just as a practical user interface development tool, but as creative development tool where emphasis is given on both form and function in the context of CSS development.

**ISCS 30.46** (New)

### **GUIDED STUDIES IN DATA LITERACY**

**1 unit**

This is an introductory course on the fundamentals of data and data analytics. This course teaches students the beginnings of understanding, exploring, and communicating with data. Students learn to read datasets, assess which broad analytics approaches are best fit for the given data and context, and evaluate the feasibility, validity, and limitations of existing data analytics case studies.

**ISCS 30.55** (New)

### **GUIDED STUDIES IN AZURE FUNDAMENTALS AND CLOUD COMPUTING**

**1 unit**

**Prerequisite:** CSCI 21 or MSYS 21, CSCI 30 or MSYS 30

This course introduces students to basic concepts in cloud computing through the Azure platform, guiding them through the fundamentals of one of the most utilized cloud computing services in the IT industry. In this guided study, students explore the Azure interface and familiarize themselves with the basic tools the service has to offer.

**ISCS 30.63** (New)

### **GUIDED STUDIES IN METHODS AND TOOLS FOR COMPUTATIONAL MODELING**

**1 unit**

**Prerequisite:** CSCI 21 or MSYS 21

This course introduces students to computational modeling as an aid to decision making involving dynamical systems such as disease spread, hazard cascades, and inventory stock flow. Students come up with a research question related to the computational models discussed and answer the question by improving the said models.

**ISCS 30.64** (New)

### **GUIDED STUDIES IN AI APPLICATIONS FOR HEALTHCARE**

**1 unit**

**Prerequisite:** CSCI 21 or MSYS 21, CSCI 30 or MSYS 30, CSCI 114

This course introduces students to the technologies and approaches commonly used when data science is applied to support and improve the health care system. Artificial intelligence, a subset of data science, is given emphasis in the context of improving the health care system and its processes.

**ISCS 30.65** (New)

### **GUIDED STUDIES IN BIOMEDICAL IMAGE APPLICATIONS WITH AI**

**1 unit**

**Prerequisite:** CSCI 21 or MSYS 21, CSCI 111 or CSCI 114

This course introduces students to AI applications involving biomedical images. Students identify and learn how to extract information and features from biomedical images that are significant in detection, recognition and classification. Biomedical image datasets and machine learning libraries are utilized for AI simulations.



# MATHEMATICS

3/F Science Education Complex, A  
(632) 8426-6001 loc. 5680/5681/5682/5683  
fax: (632) 8426-6125  
[math.sose@ateneo.edu](mailto:math.sose@ateneo.edu)

The Department of Mathematics seeks to become a community of mathematicians and mathematics educators that takes leadership in the pursuit of excellence in mathematics teaching, research, and service.

The Mathematics Department aims to provide excellent undergraduate and graduate mathematics education to both science and non-science students that will enable them to make significant contributions to the advancement of the country; cultivate a culture of research and professionalism that will contribute to the country's progress as well as to the personal growth and development of the members of the Department; develop outstanding mathematicians, mathematics educators, and mathematics professionals who will become leaders in shaping the country's future; strengthen collaboration between mathematics and mathematics education as well as with other disciplines; encourage and advance links with business and industry; and, increase interest and commitment among students to pursue careers in mathematics.

## COURSE OFFERINGS

**MATH 81.6** (Revised)

### COMPUTATIONAL GEOMETRY AND TOPOLOGY

**3 units**

**Prerequisite:** MATH 51.1

This course introduces students to a potent mix of geometry, topology, and algorithm and its many applications in the theoretical realm and in real life. It includes an introduction to topological perspectives and concepts, and then focuses on classical materials on geometric and algebraic topology. Finally, persistence and its applications are discussed, turning an essentially theoretical mathematical field into one that is relevant in solving real-life problems.

**MATH 103.1** (New)

### PREDICTIVE MODELING FOR TEXT

**3 units**

**Prerequisite:** MATH 71.1

This course introduces the students to the supervised or predictive modeling for text. It covers the processes in transforming text into data formats that are useful for modeling. It discusses machine learning algorithms and puts them into practice to predict outcomes using these transformed text data. Lastly, it includes some deep learning models for text to do the same tasks and have the same goals as the machine learning models.

**MATH 103.5** (New)

### INTRODUCTION TO REINFORCEMENT LEARNING

**3 units**

**Prerequisite:** MATH 71.1, MATH 61.2

This course introduces reinforcement learning (RL) as the third paradigm of machine learning. The foundational mathematical concepts, algorithms, and proofs of their convergence are developed and discussed. This course demonstrates how RL is used in planning and decision making. Finally, new and open-ended questions involving RL and its inverse problem are explored.

**SCHOOL *of***  
**SOCIAL SCIENCES**

# HISTORY

2/F Ricardo & Dr. Rosita Leong Hall  
(632) 8426-6001 loc. 5240/5241  
Fax: (632) 8426-6114  
[history.soss@ateneo.edu](mailto:history.soss@ateneo.edu)

The Department of History, as part of the School of Social Sciences, aims to produce transformative leaders who will work towards inclusive societal and human development. Through a combination of rigorous research, creative teaching and inclusive service learning, the Department of History hopes to form students who are trained to see themselves as connected to an increasingly global world, yet deeply rooted in our nation and culture.

## **COURSE OFFERINGS**

**HISTO 129.06** (Revised)

**MINDANAO HISTORY**

**3 units**

This is a special course on the history of Mindanao. Focus is on the religious, economic, political, social, and cultural development of the region. The course combines directed readings, research, as well as paper presentations."

# PSYCHOLOGY

Ricardo & Dr. Rosita Leong Hall, Rm 308  
(632) 8426-6001 loc. 5260/5261/5262  
fax : (632) 8426-5905  
[psychology.soss@ateneo.edu](mailto:psychology.soss@ateneo.edu)

The Department of Psychology aims to be a leading institution of Psychology in Asia with strong and vibrant programs that develops exemplary psychologists, creates cutting-edge relevant knowledge, and engages in responsive interventions that lead to personal and social transformation.

The Department seeks to train students in Psychology as a social science and help them become skilled in the scientific method of observing, analyzing, and understanding individuals and groups in order to become competent psychologists for others. Specifically, it wishes graduates to have the following competencies: knowledge and skills in Psychology: critical thinking; ethical behavior; independent and continuous learning; cultural intelligence & sensitivity to diverse contexts; interpersonal and collaboration skills; research excellence; leadership and innovation; professionals for others; and, personal mastery.

## BACHELOR OF ARTS IN PSYCHOLOGY

The Bachelor of Arts, major in Psychology Program (AB Psychology) provides exposure to the following areas: ***People Management in Diverse Settings*** and/or ***Psychological Health and Human Development***.

***People Management in Diverse Settings***. This track provides students with the necessary theoretical foundations and practical applications of managing people in the areas of Social Psychology and Organization Psychology. It aims to prepare them for work in various settings such as in government, corporate, non-government, and academe by offering methodologies and techniques relevant to these areas. Students in this track will develop and enhance essential skills in performing people management roles in diverse work settings.

***Psychological Health and Human Development***. This track provides students with the theoretical foundations and practical applications in the areas of Developmental Psychology and Counseling Psychology. It prepares students for work in education, psychological assessment, and interventions to promote wellness and prevent negative outcomes. Students will be able to hone facilitative and supportive skills, gain more practice in psychological assessment, and obtain exposure in developing and implementing programs for specific age groups and/or diverse populations.

### *Program Learning Outcomes (Revised)*

#### Knowledge and Skills in Psychology

- (1) Analyze the foundational and current psychological theories and research evidence that inform the discipline
- (2) Integrate psychological theories, research, and skills to understand human behavior for application in one's chosen profession and in diverse contexts
- (3) Demonstrate competence in conceptualizing, conducting, writing, and evaluating psychological research

#### Ethical Behavior

- (4) Apply ethical principles, standards, and behaviors in Psychology research and one's chosen profession

#### Personal Mastery

- (5) Practice self-reflection to aid self-awareness and enhance personal strengths and address areas for development

## **BACHELOR OF SCIENCE IN PSYCHOLOGY**

The Bachelor of Science, major in Psychology Program (BS Psychology) functions as a training ground for students who want to contribute their interests in human behavior and the natural sciences. After completing their first year, students choose whether to be in the medicine or regular track. As a pre-medicine course, this program equips the students with necessary prerequisites that will prepare them for the academic demands of medical school. Students of BS Psychology are exposed to and engaged in the scientific study of individual and group behavior. The program also prepares them for careers in business and management, teaching, psychometrics and for further specialization in the different fields of psychology

### *Program Learning Outcomes (Revised)*

#### Knowledge and Skills in Psychology

- (1) Analyze the foundational and current psychological theories and research evidence that inform the discipline
- (2) Integrate psychological and natural science theories, research, and skills to understand human behavior for application in one's chosen profession and in diverse contexts
- (3) Demonstrate competence in conceptualizing, conducting, writing, and evaluating psychological research

#### Ethical Behavior

- (4) Apply ethical principles, standards, and behaviors in Psychology research and one's chosen profession

#### Personal Mastery

- (5) Practice self-reflection to aid self-awareness and enhance personal strengths and address areas for development



# SOCIOLOGY AND ANTHROPOLOGY

G/F Ricardo & Dr. Rosita Leong Hall  
(632) 8426-6001 loc. 5270/5271  
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[socioanthro.soss@ateneo.edu](mailto:socioanthro.soss@ateneo.edu)

The Department of Sociology and Anthropology, commits itself to the University's goal to contribute to national development by forming women and men who will devote their lives to the service of their fellow individuals and, through academic excellence, mature spirituality and the promotion of justice, serve those who are in need of help, most especially the poor and powerless.

Through its training, research, and action programs, the Department instills in its students a critical understanding of mutual dependence between structure and human agency in a globalized society, as well as the ability to apply this understanding to transformation of cultural practices, especially those found in Third World societies like the Philippines. These academic skills, coupled with the value formation acquired through the University's core curriculum, are prerequisites for interpreting and acting on contemporary social forces such as the dialectic between globalization and national integration, the gross inequalities in access to power and resources among different groups, the relentless degradation of the physical environmental, the growing rationalization of modern life, and the deconstructive ethos of a highly technological postmodern age.

## **MINOR IN ANTHROPOLOGY**

(revised)

The Department of Sociology and Anthropology has recently established an AB Sociology replacing the sociologically and anthropologically oriented AB Social Sciences courses. This leaves the DSA without an undergraduate anthropology-oriented program. Current AB Sociology students, however, have expressed interest to expand their course portfolio to include anthropological training as a minor in addition to a few areas of exposure into anthropology in the current sociology curriculum.

Moreover, the broad fields and expertise of anthropology offer opportunities for students across disciplines to learn the conceptual and methodological skills of socio-cultural and biocultural analysis analyses of deep time, historical processes, and contemporaneous issues of the human condition. These skills equip students with a holistic lens and competency in understanding the complexity of human social and environmental relations that should further enrich their approaches to various settings of professional work.

### ***Eligibility Requirement***

Open to all students of the Loyola Schools.

### ***Admission Requirements***

SocSci 11 (Understanding the Self)

### ***Minimum Grade Requirement***

No minimum grade required

### ***Program Curriculum***

#### **Required Course (9 units)**

ANTH 101: Fundamentals of Anthropology (3 units)

Anthropological Theory, Concepts or Analysis

ANTH 103.1 Anthropological Canons and World Anthropologies (3 units)

Anthropological Methods

ANTH 194.1 Qualitative Research Methods: Ethnographic Fieldwork (3 units)

#### **Anthropological Electives (6 units)**

ANTH 101.1 Fundamentals of Archaeology 3 units

ANTH 102.3 Philippine Ethnic Groups 3 units

ANTH 102.4 Philippine Society and Culture 3 units

ANTH 102.5 Connections and Belonging: An Ethnographic Guide to Peoples and Cultures  
in the Philippines 3 units

ANTH 102.7 The Ethnic Chinese in Philippine Life 3 units

ANTH 104.4 Material Culture 3 units

ANTH 105 Ethnographic Analysis 3 units

ANTH 111.1 Cultural Anthropology 3 units

ANTH 111.2	Comparative Study of Culture 3 units
ANTH 112.1	Issues and Debates in Philippine Archaeology 3 units
ANTH 122.1	Marine Anthropology 3 units
ANTH 122.2	Maritime Anthropologies and Histories in Southeast Asia 3 units
ANTH 132.1	Political Anthropology 3 units
ANTH 141.2	Anthropology of Southeast Asia 3 units
ANTH 149.1	Introduction to Museology 3 units
ANTH 150	Visual Anthropology 3 units
ANTH 151	The Anthropology of Performance 3 units
ANTH 160.1	Psychological Anthropology 3 units
ANTH 168	Anthropology of Health 3 units
ANTH 173	Anthropology of the Senses 3 units
ANTH 177.1	Engaged Anthropology 3 units
SOAN 102.7	The Latin American Cultural Connection 3 units
SOAN 197.1	Ateneo Social and Cultural Laboratory I 3 units
SOAN 197.2	Ateneo Social and Cultural Laboratory II 3 units

Anthropology-relevant courses approved subsequently by the Curriculum Committee will be made available to students taking the Minor.

Total Number of Units for the Minor: 15 units

### **MINOR/SPECIALIZATION IN CULTURAL HERITAGE STUDIES** (revised)

The role of culture, through cultural heritage and creativity, as an enabler of sustainable development in all areas of the Sustainable Development Goals has been integrated as a crucial item in the United Nations 2030 Agenda. Collective actions enjoining the mobilization of cultural heritage in transforming lives and reproducing societies sustainably have brought forth changes in the quality of life and relations among people in varying communities in many parts of the world. Cultural heritage, however, has also been wrongly mobilized and used as an instrument of coercion, oppression, subjugation, and violence against some groups of people in the world. These developments underscore the critical importance of cultural heritage studies and practice to be incorporated in contemporary academic instruction.

The study of cultural heritage does not only deal with the past but underscores what can be known about the modern age based on the investigations of cultural artifacts, practices, relations, and engagements from deep and historical times. Cultural heritage studies offer students the tools to critically appraise how heritage enabled disenfranchisement of segments of the human community on the one hand and the propagation of social justice, poverty alleviation, and socio-economic equality on the other hand.

#### Program Learning Outcomes

##### *Knowledge*

1. Exemplify the essential features and domains of cultural heritage and living cultures as defined by scholars, institutions, and communities of practice in the field of cultural heritage.

- Demonstrate conceptual and practical knowledge of established approaches in assessing, protecting, and managing cultural heritage attuned to the provisions of the World Heritage Convention, national heritage action, and Sustainable Development Goals.

*Skills*

- Identify the value of local and translocated cultural heritage and living cultures in enabling sustainable and equitable development.
- Produce documentations of heritage domains based on the practical applications of the concepts and practice of heritage protection, preservation, management, and development.

*Attitude*

- Foster the idea of co-production, co-benefits, and co-ownership with cultural bearers, producers, socio-political institutions, and the heritage sectors.

	<b>MINOR IN CULTURAL HERITAGE STUDIES</b>	<b>SPECIALIZATION IN CULTURAL HERITAGE STUDIES</b>
Eligibility Requirements (majors which cannot qualify for the minor)	Open to all undergraduate students of the Loyola Schools except AB Sociology majors. AB SOCIO students instead take the Specialization.	Open to AB Sociology majors.
Admission Requirements (pre-requisite courses)	SocSci 11 (Understanding the Self) SocSci 12 (The Contemporary World)	SocSci 11 (Understanding the Self) SocSci 12 (The Contemporary World)
Minimum Grade Requirement	None	None
Program Curriculum (List of courses to be Taken)	<u>Required Courses (3 units)</u> SOAN 148 – Introduction to Cultural Heritage (3 units)  <u>Electives (12 units):</u> ANTH 101.1 – Fundamentals of Archaeology (3 units) ANTH 102.3 – Philippine Ethnic Groups (3 units) ANTH 102.5 – Connections and Belonging: An Ethnographic Guide to Peoples and Cultures in The Philippines (3 units) ANTH 104.4 – Material Culture (3 units)	<u>Required Courses (3 units)</u> SOAN 148 – Introduction to Cultural Heritage (3 units)  <u>Electives (9 units):</u> ANTH 101.1 – Fundamentals of Archaeology (3 units) ANTH 102.3 – Philippine Ethnic Groups (3 units) ANTH 102.5 – Connections and Belonging: An Ethnographic Guide to Peoples and Cultures in The Philippines (3 units) ANTH 104.4 – Material Culture (3 units) ANTH 105 – Ethnographic Analysis (3 units)

	ANTH 105 – Ethnographic Analysis (3 units) ANTH 111.1 Cultural Anthropology (3 units) ANTH 111.2 – Comparative Study of Culture (3 units) ANTH 112.1 – Issues and Debates in Philippine Archaeology (3 units) ANTH 173 - Anthropology of the Senses (3 units) ANTH 194.1 – Qualitative Research Methods: Ethnographic Fieldwork (3 units) SOAN 148.4 – Cultural Heritage Management (3 units) SOAN 197.3 Cultural Heritage Field School I (3 units, co-requisite SOAN 197.4) SOAN 197.4 Cultural Heritage Field School II (3 units, co-requisite SOAN 197.3)	ANTH 111.1 Cultural Anthropology (3 units) ANTH 111.2 – Comparative Study of Culture (3 units) ANTH 112.1 – Issues and Debates in Philippine Archaeology (3 units) ANTH 173 - Anthropology of the Senses (3 units) ANTH 194.1 – Qualitative Research Methods: Ethnographic Fieldwork (3 units) SOAN 148.4 – Cultural Heritage Management (3 units) SOAN 197.3 Cultural Heritage Field School I (3 units, co-requisite SOAN 197.4) SOAN 197.4 Cultural Heritage Field School II (3 units, co-requisite SOAN 197.3)
Total number of units in the program	15 units	12 units

### **MINOR IN SOCIOLOGY**

(revised)

The Minor in Sociology provides students in all fields of study excellent opportunities to complement their major courses with sociological knowledge and analytical skills. Students acquire competency in analyzing how public issues disproportionately implicate individual capacity, choices, and fortune. Central to the minor in sociology training is the ability to distinguish which concerns resulted from personal decisions or are driven by wider socio-political, economic and ecological forces beyond individual control. The capability to find webs of connection between personal circumstances and public issues are central to the understanding of how institutions, social structures, and ecological worlds interact with persons over time and can be transformed. The Minor in sociology provides students training in social research, a crucial instrument in establishing evidence that explains and guides ways of addressing public, group, and individual concerns. Sociological training sharpens the analytical and problem-solving skills of students pursuing a career in social research, social policy, public service, public health and medicine, journalism, media production, communications, entrepreneurship, legal practice, academe, human resource, heritage management, international and social development studies and practice, and industrial management.

### Program Learning Outcomes:

1. Exemplify a critical and thorough grasp of sociological concepts, theories, research methods, and fields.
2. Illustrate how social forces shape and circumscribe opportunities for groups and individuals, drawing robust insights from the sociological literature.
3. Analyze societal and individual issues utilizing concepts and theories from relevant sociological fields of study.
4. Produce research about how social forces operate and implicate personal and public issues.
5. Formulate insights on how an informed citizen plays an active role in influencing social choices and policies.

### ***Eligibility Requirement***

Open to all undergraduate students of the Loyola Schools except AB Sociology majors.

### ***Admission Requirements***

SocSci 11 (Understanding the Self)

SocSci 12 (The Contemporary World)

### ***Minimum Grade Requirement***

No minimum grade required

### ***Program Curriculum***

#### Required Course (3 units):

SOCIO 101 Fundamentals of Sociology

#### Electives (12 units):

One Theory course (3 units) chosen from:

SOCIO 102 – 110.99

One Sociology or Anthropology Methods course (3 units) chosen from:

SOCIO 191 – 198.99

ANTH 190 – 197.99

Any two Sociological or Anthropological Fields (6 units) chosen from:

SOCIO 111 – 189.99

ANTH 111 – 189.99

SOAN 100 – 198.99

Total Number of Units for the Minor: 15 units

## COURSE OFFERINGS

**ANTH 103.1** (New)

### **ANTHROPOLOGICAL CANONS AND WORLD ANTHROPOLOGIES**

**3 units**

**Prerequisite:** SOCSC 11

The course surveys the canonical theories in established anthropology and the more often obscured theories in World Anthropologies with a view towards critically exposing students to the constructed, non-value free, and ideological nature of theorizing in anthropology and the broader social sciences. These theories are deconstructed in class, with their respective precepts, contributions, and politics scrutinized to underscore the subjective predispositions embedded in the tools of scientific investigation and frameworks of social analysis. The course tracks the genesis, appropriations, and conjunctures of these theories as a way of training students about the rigor that anthropological analysis demands.

**ECON 163** (New)

### **ECONOMICS OF DISASTER RISK AND RESILIENCE**

**3 units**

**Prerequisite:** ECON 110, ECON 111

This course aims to apply economic principles and concepts to make decisions in the context of natural disaster risk management and post-disaster redevelopment. The course reviews the state of literature on the assessment of the economic and social effects of natural disasters, including typhoons and volcanic eruptions, and discusses the pathways for analyzing the impacts on firms and households. The course also reviews and discusses both the country-wide and local levels of analysis and the policy responses that enable resiliency in the face of these threats.

**SOAN 197.1** (Revised)

### **Ateneo Social and Cultural Laboratory I**

**3 units**

**Prerequisite:** SocSc 11 and SocSc 12

**Co-requisite:** SOAN 197.2

This immersive field-based course offers students the opportunity to conceptualize a closely supervised inquiry on sociocultural issues affecting groups, communities, social structures, and persons in a Philippine locality or overseas. Students learn how to apply a range of theories and methodologies drawn from the disciplines of Sociology and Anthropology while working on their respective sociocultural investigations.

**SOAN 197.2** (Revised)

### **Ateneo Social and Cultural Laboratory II**

**3 units**

**Prerequisite:** SocSc 11 and SocSc 12

**Co-requisite:** SOAN 197.1

In this course, students apply the art of rapport building with research participants, data collection techniques, data management, and data analysis in an immersive ethically informed field-based social investigation setting. With close supervision, students work collectively with local partners on a plan to effectively communicate and ethically utilize research results for practical, policy, or theory-building purposes.

**SOAN 197.3** (New)

### **CULTURAL HERITAGE FIELD SCHOOL I**

**3 units**

**Prerequisite:** SocSc 11 and SocSc 12

**Co-requisite:** SOAN 197.4

This course exposes students to the art and science of documenting, managing, and safeguarding cultural and living heritage. Furthermore, the course equips students lifelong skills to investigate complex

sociocultural, political, economic, and social justice issues implicating cultural heritage. Through the course, students gain opportunities to conceptualize a heritage project with cultural stakeholders.

**SOAN 197.4 (New)**

**CULTURAL HERITAGE FIELD SCHOOL II**

**3 units**

**Prerequisite: SocSc 11 and SocSc 12**

**Co-requisite: SOAN 197.3**

Students in this closely supervised course experience working on projects aimed at sustaining living and material cultures. Students learn hands-on some innovative techniques in preserving, conserving, and promoting material cultural heritage and living cultures from cultural producers, culture bearers, or cultural heritage experts. In consonance with the co-production, co-ownership, and co-beneficial ethos of heritage work, students engage with partner institutions, communities, entrepreneurs, and actors in communicating information about heritage projects initiated through the course.