



TOWARDS A NEW COLLEGE CORE CURRICULUM

Ateneo de Davao University

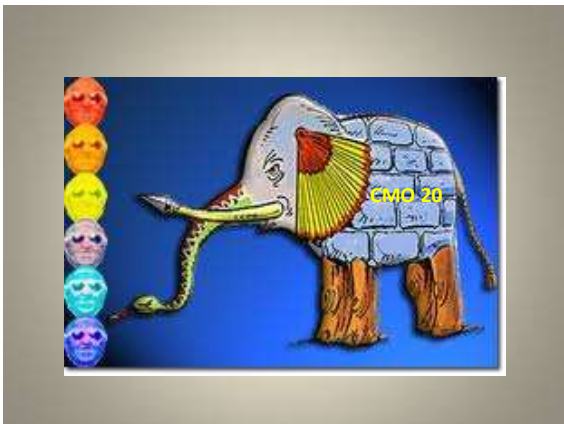
TOWARDS A NEW COLLEGE CORE CURRICULUM

THE PROCESS

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Step 1: Clarifying what the CMO is saying



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Paradigm Shift

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Paradigm Shift

This CMO provides the framework and rationale of the revised GE as a paradigm shift and in the context of the K to 12 curriculum based on college readiness standards. It sets the goals, outcomes and competencies, revised core courses and electives. It also includes capacity building for start-up and for continuing sustainability program. It is a set of minimum standards for the general education component of all degree programs that applies to private and public Higher Education Institutions in the country.

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Two Student Goals:

Intellectual Competencies **and** Civic Capacities

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ARTICLE I
CURRICULUM OVERVIEW

General Education is the portion of the curriculum common to all undergraduate students regardless of their major. It exposes them to various domains of knowledge and ways of comprehending social and natural realities, developing in the process:

- Intellectual competencies, such as critical, analytical and creative thinking, and multiple forms of expression; and
- Civic capacities, demanded of membership in the community, country, and the world.

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of globalization. As life becomes more complex, the necessity of appreciating the gifts of nature and addressing social problems in the general education program increasingly become more pressing.

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Inter-Disciplinarity

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The core courses are inter-disciplinary and are stated broadly enough to accommodate a range of perspectives and approaches. Starting with the self, the courses extend to cover the region, and the world and various ways of

Inter-Disciplinarity

Step 1: Clarifying what the CMO is saying**Section 4. General Education Electives**

A total of nine units, the elective courses, each must qualify as a GE subject where it must:

1. Conform to the philosophy and goals of General Education as stated in this document;
2. Apply an inter- or cross-disciplinary perspective; and
3. Draw materials, cases or examples from Philippine realities and experiences; and not just from those of other countries.

In addition, the electives must cover at least one two domains of knowledge (arts and humanities; social sciences and philosophy; and science, technology and mathematics). They may not all be taken from a single domain so as to ensure some balance across disciplines and retain the well-rounded character of General Education.

Although GE electives are categorized by knowledge domain, primarily to ensure a balanced and well-rounded course design, the content and perspectives of the GE electives traverse disciplinary borders. Below are some

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Inter-Disciplinarity

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Inter-Disciplinarity

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Academic Freedom

Step 2: Identifying ADDU-specific directions

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Explicitly Pursuant of ADDU Vision-Mission

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Widely Inter- or Multi-Disciplinary

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Follows the Ignatian Pedagogical Paradigm

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Explicitly Pursuant of ADDU Vision-Mission

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Widely Inter- or Multi-Disciplinary

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Follows the Ignatian Pedagogical Paradigm

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Mindful of the Impact on the Workforce

RGEC Learning Outcomes (draft)

Learning Outcomes of RGEC

The student will be able:

AN AWARENED MIND

1. To articulate personal developmental questions (Who am I, What do I believe, What is my relationship with others and with God, What do I desire, What do I value, What will I do)
2. To recall the answers others have given to personal developmental questions
3. To generate their own answers to the personal developmental questions
4. To articulate the focal dilemma in a given problem situation
5. To construct one or more counter-claims
6. To articulate and critique one's own position (anticipate objection and construct rebuttal)
7. To identify and explain underlying values and assumptions of claims and counter-claims
8. To employ all available library and other academic resources to seek answers for the articulated dilemma
9. To employ all available resources other than academic resources to seek answers for the articulated dilemma; i.e. to find answers in actual real situations in society
10. To discriminate between reliable and unreliable sources of data
11. To identify the epistemological differences that underlie conflicting data or positions
12. To identify the main claim, the evidence, the logical warrant in any argumentative text
13. To appraise the validity of a logical warrant in an argumentative text.

RGEC Learning Outcomes (draft)

14. To contrast a main claim and provide appropriate evidence following a valid logical warrant.
15. Apply mathematical logic to apprehending and critically analyzing texts in various forms (formal-informal, electronic-printed, verbal-non-verbal, symbolic-textual, etc.)
16. Explain and apply non-mathematical logic.
17. Discriminate the kind of logic that is appropriate to any given situation.

RGEC Learning Outcomes (draft)

A CONNECTED MIND

18. Employ mathematical operations necessary and useful for a fiscally and socially responsible use and acquisition of wealth.
19. Employ available technologies for effective communication and self-expression.
20. Appraise the aesthetic value of an artistic work or text.
21. To design, implement, evaluate, and re-design plans or strategies with a group.
22. To identify the current questions in the student's historical, social context: key global, national, regional, and local issues and questions (political, social, economic, cultural, religious, and environmental).
23. To narrate the historical circumstances that have led to the key issues and questions.
24. To explain scientific and technical knowledge necessary for responsible living in the contemporary world.

RGEC Learning Outcomes (draft)

25. To explain and contrast the various epistemological approaches currently available (know what perspectives and assumptions they speaking from)
26. Recall key historical events and texts that have defined the current national identity and situation.
27. To identify core values (and teachings) of their faith and explain how these bear on their response to key issues and questions of their time.
28. To identify key points of intervention to respond to the issues and questions of the time.
29. Differentiate commutative justice from social justice and identify how each may be upheld in the issues and questions of the time.
30. Explain and apply an intelligent and responsible decision-making process.

Step 3: Answering practical issues arising from an inter-disciplinary approach

- Who teaches a subject since the subject is inter- or multi-disciplinal?
- How are teaching load units going to be counted?
- Can one teacher be qualified to teach all the components of one subject?
- Will departments lose out on their teaching loads? Will teachers have to be let go because of redundancy?

Step 3: Answering practical issues arising from an inter-disciplinary approach

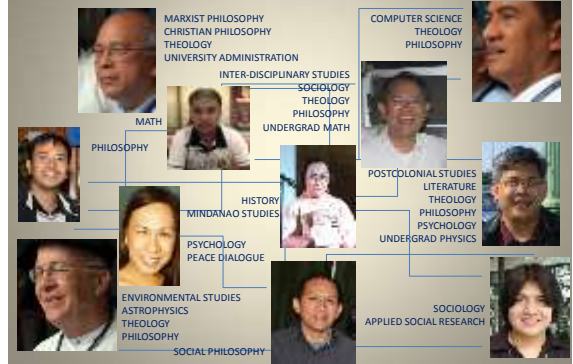
- Who teaches a subject since the subject is inter- or multi-disciplinal?

Step 3: Answering practical issues arising from an inter-disciplinary approach

- Who teaches a subject since the subject is inter- or multi-disciplinal?
Team Teaching. A Subject will be taught by more than one teacher. *This would however require a syllabus the construction of which should anticipate issues of conflict/contradiction and that would insure the desired integration points (core messages).*

Step 4: Conceptualizing the first 9 subjects

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ESSENTIAL POINTS FOR YOUR COLLAGE CORE THAT MIGHT HELP	CMO/mean-ethics Rich-John Flay
<p>I. Understanding the Self</p> <p>a. The Developmental Nature of the Human Person</p> <p>i. Theories of Personality</p> <p>ii. Biological and Environmental Sources of Identity</p> <p>iii. Theories of Human Development, from Piaget, Kohlberg, Erikson, Gilligan, Kohlberg, Gilligan</p> <p>b. The Vulnerability and Resilience of the Human Person: meaning and healing</p> <p>c. The Importance of each Human Individual</p> <p>i. Personal Ethics</p> <p>ii. Ethicalness</p>	<p>CMO: basic knowledge of personality theories (11)</p> <p>CMO: better understanding of factors that affect development and maintenance of identity (12)</p> <p>CMO: basic skills in managing the self and identity (11)</p> <p>CMO: 20+ or adequate level of self-awareness and self-interest necessary to engage in dialogue</p>
<p>II. The Human Individual as embedded spirit: Philosophy of the Human Person</p> <p>i. Human Existence</p> <p>ii. Structure and Human Agency</p>	
<p>III. The Human Individual as Image of God (1) text</p> <p>i. Creation, Uncreated</p> <p>ii. Free Will</p> <p>iii. The fall from humanity in the person of Adam</p> <p>iv. Augustine Pt. The Human Individual as a transcendental being</p> <p>v. Augustine Pt. 188: Leadership + self-knowledge and self-transcendence as key qualities of leadership, self-transcendence for inner + ethical and inner-cultural dialogue</p>	

<p>IX. The Life and Works of Rizal</p> <p>a. Primary Sources</p> <p>i. The First Filipino Leon Ma. Guerrero</p> <p>ii. Noli Jose Rizal</p> <p>iii. El Filo Jose Rizal</p> <p>iv. Annotations to the <i>Sucesos de las Islas Filipinas</i> Jose Rizal</p> <p>b. Anthropological Method of Rizal in his annotations to the <i>Sucesos</i> of Antonio de Morga</p> <p>c. Faith and Reason</p> <p>i. The Rizal-Posible Correspondence – Rizal (1-10/10/1891, 5)</p> <p>d. Faith and Nationalism/Patriotism</p> <p>i. Imagined Communities – Benedict Anderson</p> <p>ii. Is the Church an imagined community? in what ways it is, in what ways it is not.</p> <p>iii. What brings together a nation or church community; cf. Henri de Lubac</p>	<p>History</p> <p>Sociology</p> <p>Theology</p>
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Step 4: Conceptualizing the first 9 subjects

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VI. Ethics	Philosophy Theology
<p>a. Importance of Morality</p> <p>i. The nature and function of morality</p> <p>ii. Moral Dimensions of Human Existence</p> <p>iii. Kohlberg's Theory of Moral Development</p> <p>b. Ethical Norms</p> <p>i. Consequentialism, Utilitarianism</p> <p>ii. Deontology, Kantian Categorical Imperative</p> <p>iii. Virtue Ethics, Aristotle</p> <p>iv. Natural Ethics, Natural Law</p> <p>v. Moral Theology</p> <p>c. Ethical Case Analysis</p> <p>i. Personal/Sexual Ethics</p> <p>ii. Social: Corruption, Multiculturalism</p> <p>iii. Environmental: Biodiversity, Renewable Energy, Sustainability</p> <p>iv. Other appropriate cases based on their field of discipline</p> <p>d. Integration Pt. 1: Moral Reasoning and Judgment: how to develop moral consciousness and capacity of moral judgment</p> <p>e. Integration Pt. 2: WBI's Ethical Leadership, Faith and Justice, Social Justice, Good Governance, Equitable Distribution of Wealth, Environmental</p>	

IV. Mathematics in the Modern World	Math engages
<p>a. Nature of Mathematics</p> <ul style="list-style-type: none"> - Math is physical aesthetics (Euclidean Geometry, IV-1/1/1) - Math is music and dance - Math is nature - Math is abstraction <p>b. Math of everyday/Math in Personal Finance</p> <ul style="list-style-type: none"> - Elements of Investment - Simple Interest/Compound Interest - Proportionality Rate/Discounting/PV's Compound Interest - Compound Interest - Compound Buy and Changing Rates - Term in Compound Amount - Valuation of Contracts - Annuities <p>c. Symbolic Logic [Propositional Logic]</p> <ul style="list-style-type: none"> - logical connectives - truth values and truth tables - logical equivalences and tautologies 	<p>CMO: Intro of nature of mathematics as explanation of patterns (1)</p> <p>CMO: Math as a tool in present day living: managing personal finances (10)</p> <p>Math: Creating/Distribution, Preservation and Growth of wealth</p> <p>CMO: Math as an application of inductive, deductive reasoning</p> <p>PROJ: 11E helps the students with a strong logical foundation that is a</p>

Understanding the Self

Course Outline and References:

Reading Period 1

Essential Questions: "What am I?" and "What can I be?"

Theme: **Human Selfhood:** The human self is an ethically, cognitively, socially, and creatively being, conscious of itself and its potential to realize its self-examination, growth and development, and religious aspirations.

First 5 hours Topic: "The Self as a Psychological Construct"

Subtopics: Psychology
 Nature-Nurture Debate
 Human Development
 Theories of Personality
 Subconscious
 Synthesis

Main Reading: Module in the making

Suggested Readings:
 "The Blank Slate: The Modern Denial of Human Nature" by Steven Pinker
 "Beyond Freedom and Dignity" by E.J. DiIorio
 "You a Different Color" by Carol Gilligan
 "Moralization and Personality" by Abraham Maslow
 "On Becoming a Person" by Carl Rogers
 "Handbook of Child Psychology Volume 3: History, Theory, and Methods" by Peter Porges
 "Camaraderie and Inequalities in Childhood and Adult Moral Development" by Lawrence Kohlberg
 "Moral Development in the College Years" by Carol Gilligan
 "Childhood and Society" by Erik Erikson
 "Identity, Youth and Crisis" by Erik Erikson
 "Belief in Justice: the Development of Higher Moral Principles" by Immanuel Kant

Understanding the Self

Reading Period 1

Essential Questions: "Who am I?" and "Who can I be?"

Theme: **Human Sociality:** The human person is a social construct and a relational subjectivity given the freedom and responsibility to consciously will, dialogue, and communion with others and the whole of creation.

First 3 hours Topic: "The Self as a Social Construct: Interrelatedness and Situatedness of Subjectivity"

Subtopics: Psychology: Self as Product of Socialization
 Self as Product of Dialogue and Power Relations
 Synthesis

Main Reading: Module in the making

Suggested Readings:
 "The Dialogic Imagination" by Mikhail Bakhtin
 "Three Essays on Sexuality" by Sigmund Freud
 "The Social Self" by George Herbert Mead
 "The History of Sexuality" by Michel Foucault
 "Subject and Power" by Michel Foucault
 "The Care of the Self" by Michel Foucault
 "The Looking Glass Self" by Charles Horton Cooley
 "The Presentation of the Self in Everyday Life" by Erving Goffman
 "Some Psychical Consequences of the Anatomical Distinction Between the Sexes" by Sigmund Freud
 "The Adolescent as a Philosophical Problem" by Lawrence Kohlberg and Carol Gilligan
 "Female Sexuality" by Sigmund Freud
 "The Philosophical Investigation" by Ludwig Wittgenstein

Understanding the Self

Reading Period C

Essential Questions: "Why am I..." and "For whom/what am I?"

Theme: **Human Transcendence:** Authentic humanism is characterized by a basic openness and desire to transcendence allowing the human person to find meaning, depth and hope in the vicissitudes of human life and realization of human suffering.

Next 5 hours Topic: "Human Vulnerability and Resiliency"

Subtopic: Psychology: Stress and Trauma
 Coping and Healing
 Synthesis

Main Reading: Module in the making

Suggested Readings:
 "The Stress Management Handbook: Strategies for Health and Inner Peace" by Lori A. Layden-Bjorkstein
 "Stress Reduction for Busy People: Finding Peace in an Anxious World" by David Gross
 "The Inner Game of Stress: Outsmart Life's Challenges and Fulfill Your Potential" by Timothy Gallwey
 "Time: The Psychology of Awareness" by C. S. Lewis, M.
 "Stress, Resilience and Compassion" by Barlett, D.
 "Stress, Coping and Development: An Integrative Perspective" by Abiko, CA.

Understanding the Self

Second 5 hours: "The Need for Critical Evaluation of the Self"

Subtopics: Philosophy: The Need for Self-Examination: Socratic Method
 The Call to Questioning: Literature and Personalism
 The Inner Journey: True Selfhood
 The Ethics of the Self
 Synthesis

Main Reading: Module in the making

Suggested Readings:
 "Ethics of Socrates" by Plato
 "Philosophical Critique" by John Krasner, II
 "In Search of the Self" by Michael Stapp, II
 "Return to the Self" by Michael Stapp, II

Next 3 hours: "The Acknowledgement of God's Unquestioned and Religious Experience"

Subtopics: Theology: The Human as made in the Image and Likeness of God (Image of Animus (our ability of study and faith)
 The Human Person as Homo Religiosus
 Issues as Model of Human Selfhood
 Integrative Activity (Life of Jesus: 66/67/68)

Main Reading: Module in the making

Suggested Readings:
 Genesis Creation Account, New American Bible
 The Human Person as the "Image of God", Chapter 10, Part II of Compendium of the Social Doctrine of the Church, 2004
 The Many Faces of the Human Person, Chapter 4, Part II of Compendium of the Social Doctrine of the Church, 2004
 "The Emergence of Homo Religiosus" by Thomas Shannon

Understanding the Self

Second 5 hours Topic: "The Origins of Subjectivity and Inter-Subjectivity"

Subtopics: Philosophy: Social Construction of Man
 Intersubjectivity
 Synthesis

Main Reading: Module in the making

Suggested Readings:
 "The Ethics of Authenticity" by Charles Taylor
 "The Invention of Solitude" by Kenneth Surin
 "The Social Construction of Reality: A Treatise of Methodology and Theory" by Peter Berger and Thomas Luckmann
 "Discipline and Punish" by Michel Foucault
 "The Sociological Imagination" by C. Wright Mills
 "The Ambiguity of the Institution" by Martin Heidegger
 "The Social Contract or Political of Justice" by Pierre Bourdieu
 "The Knowledge of Man by Thomas Aquinas"
 "Intersubjectivity" by Wilhelm Dilthey
 "Identity, Love, Marriage" by Bernard Williams

Next 5 hours Topic: "The Call for Conversion and the Mission of Human Ecology"

Subtopics: Theology: Issues as the Standard of Living and Living
 Integrated Human Development
 Integrative Activity: College (The Student's Sacred Status in Family, Society and the World)

Main Reading: Module in the making

Suggested Readings:
 "The New American Bible: Introduction: Towards a Human Ecology: Science, Life, Nature, Creation, Civilization" Catholic Review Vol. 88, 4
 The Many Faces of the Human Person, Chapter 10, Part II of Compendium of the Social Doctrine of the Church, 2004
 "Living Christ's Presence", Jesus Our Priest, A Christian Journey: To Priesthood, Sacrament (Eucharist) and Mission (John 4:19, 2004)
 "Sacred Hours in Action", Re-discovering Jesus: Challenge of Discipleship, Lumen Vitae, 1998

Understanding the Self

Second 5 hours Topic: "The Quest for Meaning"

Subtopics: Philosophy: Suffering and the Meaning of Death and Mourning
 The Mystery of the human person's Infinite Horizon
 Synthesis

Main Reading: Module in the making

Suggested Readings:
 "Man's Search for Meaning" by Viktor Frankl
 "Solipsism: The Philosophy of Doubt" by Dr. Marcel Stapp, II
 "Death: A Trial of Love, A Condemnation of Power" by Roger J. Zayas, III
 "The Mystery of Human Death" by Michael Stapp, II

Next 5 hours Topic: "Faith: a voice is resounded on divine source of hope"

Subtopics: Theology: Jesus the Redeemer, Sufferer and Liberator
 Jesus and the Reign of God
 The Paschal Mystery of Christ as the Source of Hope and Meaning in Suffering
 Integrative Activity: Para-Liturgy

Main Reading: Module in the making

Suggested Readings:
 The New American Bible
 Jesus Our Redeemer, A Christian Approach to Salvation, Gerald S. Giddens, II, 2007
 "Wade of Grace" by Earl Salazar, II
 "Resurrection-God" by Earl Salazar, II
 "Preaching the Good News", Re-discovering Jesus, Challenge of Discipleship, Lumen Vitae, 1998
 "Anno Domini Christum" by Earl Salazar, II
 "Making Salvation Concrete and Jesus Real: Friends as Jesus Christology" by Dr. John de Abajo
 "Faithful Agents and Doing Christology: An Attempt at Empowerment" by Dr. Jose de Abajo
 "The Resurrection Narrative and the Paschal Mystery" by Thomas Shannon

Week 10: Oral Examination & Written Examination Phase

Ethics

Ethics

Week No.	Topic/1	Objective	Issue Questions	Readings
Week 1	Course Orientation	<ul style="list-style-type: none"> Orient the students into the course objectives Provide the students with an awareness of course content Orient the students on the course requirements 	<ul style="list-style-type: none"> What is the rationale and what are the overall objectives of the course? What are the demands of the course? 	<ul style="list-style-type: none"> Course Outline
Week 2	History and Scope of Ethics	<ul style="list-style-type: none"> Exposure to the following: <ol style="list-style-type: none"> The moral dimension of human experience The nature and function of morality Relationship of ethics to other disciplines Identify the contemporary challenges to morality, including: <ul style="list-style-type: none"> relativism, secularity, religion, Eastern Christian ethics 	<ul style="list-style-type: none"> What is ethics? What dimensions of human experience are ethical? What is the relationship of ethics to other disciplines? What are the challenges that ethics/ morality face in the contemporary world? What is the Christian understanding of ethics? How are the philosophical and theological approaches to morality different? Why do I need to engage with special questions? 	<ul style="list-style-type: none"> Human Morality in Ethics and the Environment by Dale Jamieson pp. 26 - 45 Moral Dimensions of Human Experience by Kristin Hayes Ethics in Integral Cosmopolitics of Philosophy http://www.integral.arts.ufl.edu/ Reshaping Faith in Christian Ethics: Moral Theology in the Light of Vatican II, William C. Cavanaugh, Manila: Logos Publications, pp. 3-33.

Ethics

Week 4-5	Ethical Decision Making	<ul style="list-style-type: none"> Develop ethical cases/ problems that address dilemmas derived from actual human experience Recall the general steps and processes of moral analysis Explain discourse ethics and why this is normative in moral deliberation Use the principles of discourse ethics in a moral deliberation 	<ul style="list-style-type: none"> How does one engage in ethical analysis by applying the steps and dimensions for ethical reasoning? How does one appreciate and facilitate ethical deliberation and discourse? What are the key practices of ethical decision-making? 	<ul style="list-style-type: none"> Max of Differences in <i>Moral Cosmopolitics of Philosophy</i> http://info.arts.ufl.edu/integral/cosmopolitics/ General Guide to Ethical Decision Making: <i>Understanding Arguments in Doing Ethics: Moral Reasoning and Contemporary Issues</i> by James Vaughn, 2008, pp4 - 66 <i>Ethics and Ethical Reasoning in Ethics Theory and Cosmopolitics</i> by Scott MacDonald, 2002 (p. 1 - 17) <i>Reasoning in Ethics in Moral Reasoning: A Philosophical Approach to Applied Ethics</i> by Richard Fox and Joseph Delaney, 1996, pp25 - 58 <i>Debating Ethical Issues in Analyzing Ethical Issues</i> by Judith Ross, pp. 3-20 - 4-23 <i>Reassess Moral Agency: Applying Discourse Ethics within Organizations</i> by Anne Schepers, 2008, pp. 1-17 <i>Moral Theology: Issues and Faith</i> by John C. Carrigan, 2004, pp. 1-17
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Ethics

Week 6	Primary Exam	<ul style="list-style-type: none"> Assess the student's capacity to create ethical cases from moral dilemmas derived from actual human experience Assess the student's capacity to do ethical analysis using the discussed methods of moral analysis 	<ul style="list-style-type: none"> What is the moral dimension of family relations? How does one assess the morality of irregular family set-ups like single parented, homosexual parents and stepfamilies? How would I characterize the moral foundation that I have received from my family? 	<ul style="list-style-type: none"> Philosophical Ethics in Family The Ethics of the Family by James Hayden Tufts in <i>International Journal of Ethics</i>, vol. 35, no. 2, Jan 1925 Role of Ethics and the Family: Confucianism Theological Ethics on Family Formation: Goswami
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Ethics

Week 6-8	Ethics on Sexuality	<ul style="list-style-type: none"> Apply the steps in ethical analysis and decision making to matters pertaining to sexuality Identify what is at stake in the discussion of sexuality Explain the key principles of freedom and human responsibility, autonomy and love, the good and the procreative dimension of Explain the basic framework in moral analysis that includes cosmopolitics, discourse and virtue ethics Identify what is the significance about the student's assigned topic 	<ul style="list-style-type: none"> How does one judge the rightness and/or wrongness of sexual ethical acts? What is the role of sexual activity within the overall framework of human sexuality? What norms does one tend to use in dealing with moral questions on sexuality? What social forces and vices/virtues challenge these norms? What norms in family morality and sexual morality do I uphold? Which ones do I oppose? 	<ul style="list-style-type: none"> Philosophical Ethics on Sexuality Philosophy of Sexuality in <i>Moral Cosmopolitics of Philosophy</i> http://www.arts.ufl.edu/integral/cosmopolitics/ The Sexual Revolution in <i>Contemporary Issues in Moral Reasoning</i> by James Vaughn (pp. 202 - 206), <i>How and the Goodness in Markos (pp. 282 - 302)</i> in <i>Sexual Issues and Virtues</i> by Markos, 2004, pp. 282 - 302 Theological Ethics on Sexuality In <i>Practical Issues: Catholic Morality of Human Sexuality</i> by Vincent J. Gearty (pp. 124-178) (Sexuality), pp. 240 (Contraception and Moral Sexuality), 249 - 306 (Homosexuality), 314 - 330 (Marriage), 338 - 449 (Abortion) Reshaping Faith by John Paul II <i>Engaging Ethics</i> by Pope John Paul II
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Ethics

Week 10-12	Secondary Exam	<ul style="list-style-type: none"> Apply the steps in ethical analysis and decision making to matters pertaining to the socio-cultural field as well as Identify what is at stake in the socio-cultural field Explain and apply key principles of beneficence, commutative, distributive and justice: the principles of distributive ethical integrity of the body Appreciate the knowledge and values of various schools of thought and tradition in cosmopolitics 	<ul style="list-style-type: none"> How does one assess the morality of the socio-cultural field? How does one consider moral judgments using the principles of beneficence, commutative, distributive, autonomy and justice? How does one appreciate the significance of the socio-cultural field? How would I characterize the moral foundation that I have received from my family? 	<ul style="list-style-type: none"> Philosophical Ethics on Socio-Cultural Issues Human Freedom and Ethics in <i>Integral Cosmopolitics of Philosophy</i> http://info.arts.ufl.edu/integral/cosmopolitics/ Biological Moralities of Ethics Yong-tai Ahn, "Playing God and Inventing a Personhood," in <i>Do-Moral Theology: Theological Perspectives in Medical Ethics</i>, ed. Jacques M. Laperriere and Alan Guttmacher, pp. 11-42, in <i>Do-Moral Theology: Volume 2</i>, Logos Publishing Company, 2005, pp. 11-42 Operation on Embryonic Stem Cell Lyle, Lee 2005, <i>Theological Reflections on Human Cloning</i>, Center for Bioethics and Human Dignity, Georgetown University Press, 2005, pp. 102 - 117 Yong-tai Ahn, <i>A Personhood with Care Ethics: Essays for a Theological Society</i>, pp. 74-8, Washington, DC: Georgetown University Press, 2005, 47-65 Jean-Luc Marion, "Reproduction and Early IVF", <i>Theological Reflections on Human Cloning</i>, Center for Bioethics and Human Dignity, Georgetown University Press, 2005, pp. 117-121
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Ethics

Week 12	Midterm Exam	<ul style="list-style-type: none"> Assess the student's capacity for ethical analysis using the theoretical tools in ethics of sexuality and family as well as ethics in the biomedical field. 	<ul style="list-style-type: none"> How to Write an Ethics Paper in Ethics: Theory and Contemporary Issues Lewis Knight (pp. 203 – 204) Midterm Paper in Moral Philosophy in Studying Moral Theology: Scott Brien (pp. 1 – 4, 12)
Week 11 – 12	Socio-political Ethics	<ul style="list-style-type: none"> Apply the steps for ethical analysis and discuss using the matters pertaining to health. Identify ethical issues of socially-political matters. Discuss various normative profiles from social justice. Discuss and explain the tension between utilitarian and deontological ethics. Explain the principles of human dignity, human equality, human freedom, human flourishing and the relation of these to social responsibility and common good. 	<ul style="list-style-type: none"> How do I understand ethical "role in society"? What are my rights and responsibilities? What are others' rights and responsibilities? Is the Moral understanding of social roles and responsibilities sufficient? Why am I responsible for others?

Ethics

Week 10 – 11	Environmental Ethics	<ul style="list-style-type: none"> Apply the steps of ethical analysis and discuss matters pertaining to sexuality and as a humanism? How is the environmental related to social justice? Why am I responsible for the environment? 	<ul style="list-style-type: none"> Environmental Ethics: Theoretical and Applied Environmental Ethics that confronts us individually and as a humanism? How is the environmental related to social justice? Why am I responsible for the environment?
Week 13	Biethics	<ul style="list-style-type: none"> Integrate in moral reasoning, analysis and reflection the importance of ethics. Explain why the end of an individual affects and justifies or motivates family but also the society and environment as a whole. Dependence on the 	<ul style="list-style-type: none"> How do we relate to the environment? Is it just a tool for my needs and desires? Do we need to have a religion to make moral choices? What moral values and principles have I learned about in this text and I feel are fundamental to me?

Mathematics in the Modern World

Mathematics in the Modern World

Course Outline and Reading List:

Grading Period A

[This part of the course seeks to bring the students to an awareness and appreciation of how Mathematics actually pervades their lives without their knowing it and how an adequate skill in it is essential in dealing with very practical matters in daily living. It is especially hoped that a practical understanding of the habits of using and inventing is conveyed to the students.]

Appreciation of Mathematics (3 Hours)

I. Some History of Mathematics and Its Major Fields

II. The Real Number System

- A. The Set of Natural Numbers and Its Properties
 - I. Fibonacci Sequence
 - II. Occurrence of the Sequence in Nature

B. The Set of Integers and Rational Numbers

- I. Fractions As It Occurs in Nature

C. The Set of Irrational Numbers

- I. The Phi Ratio and Its Evidence in Nature

III. Symmetry in Nature/ Mathematics in Nature/Mathematics in Architecture

Mathematics in the Modern World

Mathematics of Investment

I. Simple and Compound Interest (3 Hours)

- A. Proportionate Rates
- B. Equivalent Rates
- C. Compound Amount and Present Value
- D. Continuous Compounding
- E. Nominal and Simple Interest Rates
- F. Varying Interest Rates

Practical Applications:

Gather sample data in University Cooperative say in the past 2-3 years and let the students compute relevant data pertaining to simple and compound interests. If possible compare the output of the students with the actual computation employed in the Cooperative.

II. Annuities (3 Hours)

- A. Ordinary Annuity
- B. Annuity Due
- C. Deferred Annuity

Practical Applications:

Gather sample data (if possible) from government agencies e.g. SSS, DSSS, PAG-IBIG and others and let students compute relevant data pertaining to annuity. If possible compare the output of the students with the actual computations and data in those agencies.

Mathematics in the Modern World

Applications of Mathematics (4 Hours)

I. Use in Statistics: How to Uncover It?

II. How Taxes are computed? An Introduction.

III. Savings or Over-spending? How to Unravel Hidden Charges in Credits Cards

IV. Inheritance: Fair Division Procedures Using Mathematics

RGEC Learning Outcomes (draft)

25. To explain and contrast the various epistemological approaches currently available (know what perspectives and assumptions they speaking from)
26. Recall key historical events and texts that have defined the current national identity and situation.
27. To identify core values (and teachings) of their faith and explain how these bear on their response to key issues and questions of their time
28. To identify key points of intervention to respond to the issues and questions of the times.
29. Differentiate commutative justice from social justice and identify how each may be upheld in the issues and questions of the times.
30. Explain and apply an intelligent and responsible decision-making process.

**Ateneo Education:
Non Solum
ad rem lucrosam
obtinendum.**

**Ateneo Education:
It's not just about
getting a job.**

**Catholic Education:
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Thank you.