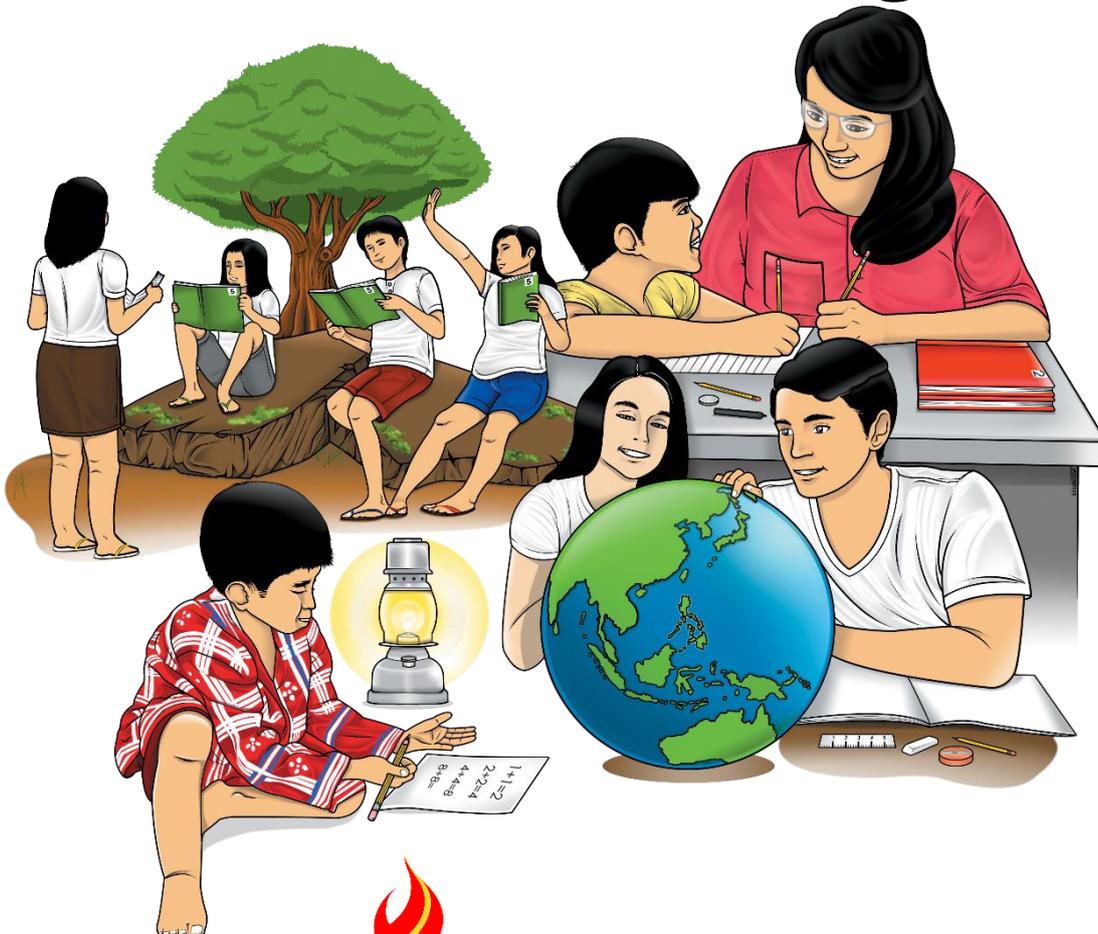


# Understanding Culture, Society and Politics

## Quarter 1 – Module 3: Explain the Importance of Cultural Relativism in Attaining Cultural Understanding



**Understanding Culture, Society and Politics**

**Alternative Delivery Mode**

**Quarter 1 – Module 3: Explain the Importance of Cultural Relativism in Attaining Cultural Understanding**

**First Edition, 2020**

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**Understanding Culture,  
Society and Politics**  
**Quarter 1 – Module 3:**  
**Explain the Importance of  
Cultural Relativism in Attaining  
Cultural Understanding**

# Introductory Message

For the facilitator:

Welcome to the Understanding Culture, Society and Politics for Senior High School's Alternative Delivery Mode (ADM) Module on Explain the Importance of Cultural Relativism in Attaining Cultural Understanding!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



## ***Notes to the Teacher***

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Understanding Culture, Society and Politics for Senior High School's Alternative Delivery Mode (ADM) Module on Explain the Importance of Cultural Relativism in Attaining Cultural Understanding!

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



***What I Need to Know***

This will give you an idea of the skills or competencies you are expected to learn in the module.



***What I Know***

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



***What's In***

This is a brief drill or review to help you link the current lesson with the previous one.



***What's New***

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



***What is It***

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



***What's More***

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



***What I Have Learned***

This includes questions or blank sentence/paragraph to be filled in to



### ***What I Can Do***

process what you learned from the lesson.

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



### ***Assessment***

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



### ***Additional Activities***

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



### ***Answer Key***

This contains answers to all activities in the module.

At the end of this module you will also find:

### ***References***

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



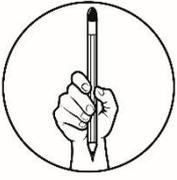
## ***What I Need to Know***

This module was designed and written with you in mind. It is here to help you understand the culture, science and politics that will be beneficial for you not only as a student but also as an individual and Filipino citizen. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to the textbook you are now using.

The module will focus on this week's lesson about cultural relativism in attaining cultural understanding.

After going through this module, you are expected to:

1. Explain the importance of cultural relativism in attaining cultural understanding.



# What I Know

## Activity 1

**DIRECTIONS:** Connect the following sentences from column A to column B that will make sense about Cultural Relativism.

### Column A

### Column B

1.

Cultural relativism refers to the practice of assessing a culture by its own standards



A. which alone could be the basis for judging the merits and morality of the culture's practices

2.

Culture has an internally consistent pattern of thoughts and actions,



B. rather than viewing it through the lens of one's own culture.

3.

Multiculturalism refers to both the fact of the existence of a diversity of cultures



C. one may experience disorientation & frustration

4.

Ethnocentrism can be so strong that when confronted with all the differences of a new culture



D. is better than all others (1906).

5.

Ethnocentrism, as sociologist William Graham Sumner (1840-1910) described the term, involves a belief or attitude that one's own culture



E. within one territory and to a way of conceptualizing and managing cultural diversity.

## Activity 1.1

**DIECTIONS :** Give key ideas that you want to learn and you already know about this topic. Go back in this page to write what you learned.

**WHAT I KNOW?**

- 
- 

**WHAT I WANT TO KNOW?**

- 
- 

**WHAT I LEARNED**

- 
-



## What's In

In the last module, you have learned about the aspects of culture. Now, you will know about the cultural relativism. Have you already wonder if knowing the aspects of culture will help you easily understand what is cultural relativism?

### Activity 2.

**DIRECTIONS:** Identify what aspects of culture are being described by the following statements. Then, write down at the right side boxes “CR” if it should be respected and “EC” if not.

	Aspects of Culture	Respect or Not
1. Female genital cutting in Africa		
2. Footbinding of women in China		
3. Filipinos eating fertilized duck egg that has a prematurely developed embryo (a.k.a balut)		
4. Pagmamano in Filipino.		
5. In the Satore Mawe tribe they showcase the courage by placing hands in a basket filled with angry bullet ants.		
6. Tomato craze in Spain: La Tomatina is the biggest tomato fight that exists. It is a strange culture among the Valencians in Bunol where tomatoes are used as weapons.		
7. Muslim bride have tattoos before their wedding for fertility and goodluck		
8. Japanese believed in traditional suicide wherein they commit it rather than surrender to a defeat.		
9. Guests are served a strange earthy cocktail made from squeezing roots and served in a wooden bowl or bucket in Fiji, Japan as a welcome drink.		

10. In China, brides to be cry for a month as part of the wedding preparation.		
11. When a person of the Tanomani tribe dies, his or her body is burnt. The bone and ash powder is mixed into a plantain soup that the people attending will drink.		
12. Hindus show their devotion to the Lord through piercing their body parts including the tongue.		
13. Mudras put on people some gestures or marks, in the belief that they will help the individuals control the flow of life.		
14. Bayanihan in the Philippines where villagers gather to help.		
15. During Nag Panchami in India, people dance to the music carrying snakes in pots which are placed on their head and join the procession towards the temple.		



## What's New

### Activity 3.

**DIRECTIONS** : Read the following short scenario then answer the corresponding questions.

Zoe came from Mindanao. Because of the Marawi tragedy, he and his family was left with no choice but to fly to Manila and start over. When they came, he was lushly enrolled in the school. The day of his schooling started and he barely talks with his classmates because he heard them laughing over her hijab because she came from a Muslim family. Her classmates also stare at her because she's not getting along with them during classroom prayers because she has her own prayer. Most of the time, she spends reading alone in the library to escape her classmate's judging eyes. After a month, she gets to know more of her classmates and start to explain the culture she knew since she was a kid. And everyone understood her and she made some new friends ever since.

### Guide Questions:

1. Which part did Zoe got disrespected by her classmates?

2. Why did Zoe manage to get some new friends despite the differences that they have?

3. Is it important that Zoe's classmate know first the whole story in his being odd before they respect her? Explain your answer.

4. Why do you think his classmates laugh at her the first time they saw her with her traditional clothes on over their uniform?

5. If you are Zoe, will you laugh at your classmates too because they have a fashion style that is different from you knew since you are born?

**Activity 3.1.** Using the graphic organizer below, list the possible effects of not accepting one's culture.

6.	
7.	
8.	
9.	
10.	



## What Is It

### Ethnocentrism and Cultural Relativism

Cultural differences are dominant than cultural universal, despite how much individuals have similarity. *Cultural Universals* are traits that are parts of every known culture. These include bodily adornment, courtship, dancing, education, food taboos, funeral rite, etc. Cultural Universals give rise to Ethnocentrism and Cultural Relativity/Relativism.

**Cultural Relativism** refers to the practice of assessing a culture by its own standards rather than viewing it through the lens of one's own culture.

Ruth Benedict (1887–1948) anthropologist argued that each culture has an internally consistent pattern of thoughts and actions, which alone could be the basis for judging the merits and morality of the culture's practices. Cultural relativism requires an open mind and a willingness to consider, and even adapt to, new values and norms. The logic of cultural relativism is at the basis of contemporary policies of multiculturalism. Multiculturalism refers to both the fact of the existence of a diversity of cultures within one territory and to a way of conceptualizing and managing cultural diversity.

*Example:* For instance, Pepay is a cultural relativist from the Philippines; she prefers to look at other cultures in terms of what their practices bring to them. She believes that if a tribe paints their faces for religious ceremonies, there must be a good reason why they do that. Is there a practical reason for it, or is it symbolic? If symbolic, where do the symbols come from? These questions allow a closer examination of the practices of others than ethnocentrism. This doesn't imply that a relativist, like Casey, doesn't have strong beliefs of her own. Rather, other cultures are simply not judged with reference to one's own culture.

**Ethnocentrism**, as sociologist William Graham Sumner (1840-1910) described the term, involves a belief or attitude that one's own culture is better than all others (1906). Ethnocentrism can be so strong that when confronted with all the differences of a new culture, one may experience disorientation and frustration. In sociology, we call this culture shock. Just like in the brief scenario in Activity 3, Zoe experience culture shock because of the subculture that she meet in her new environment that is why she spent some time alone in library.

*Example:* For instance, Pedro is an **ethnocentric** from the Philippines; he considers others' beliefs and practices to be savage or corrupt, or he is often confused by other people's cultures. Very often, people that are ethnocentric don't know they are using their culture to judge another's. The culture of an ethnocentric person is considered the 'normal' way that things are done, just as Pedro believes.

 Cultural Relativism	 Ethnocentrism
<ul style="list-style-type: none"> <li>• Not judging a culture but trying to understand it on its own terms</li> <li>• Putting self in their (other culture ) shoes / eyes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of one's own culture to judge others in their society.</li> <li>• One's group is the center "everything , and all others are scaled and rated with it"-William Sumner</li> </ul>



## **What's More**

### **Activity 3. True or False.**

**DIRECTIONS:** Assess whether the statements are true or false. Write T if the statement is true and F if false.

1. Cultural relativism refers to giving value to a familiar cultural value from one's own perspective.
2. Ethnocentrism is confining one's beliefs,
3. A group's culture is the centre of everything and others are just nothing in a perspective of ethnocentric individual.
4. Ethnocentric individuals appreciate other culture that they encounter along their way.
5. In cultural relativism's point of view, no culture is superior than another culture when compared to systems of morality, law, politics, etc.
6. In practicing the norms and values of society, behaving as a cultural relativist individual is appropriate.
7. Cultural relativism and ethnocentrism is the same.
8. Cultural relativism discourage the understanding of cultural practices that are unfamiliar to other cultures such as eating insects, genocides or having multiple wives.
9. Ethnocentrism behaviour makes a culture strong and durable.
10. In a cultural relativist perspective, a trait is right or wrong depends on the setting or culture that it is practice or use.

### **Activity 3.1. Answer Me!**

**DIRECTIONS:** Make your answer appropriate to the flow of conversation. Write your own line based on the character that is asked in the activity.

Maria is strolling at the mall when she saw some beautiful dresses at a Korean store and an ad inside with a beautiful skinny model with a tag line "Korean Skinny Jeans for stylish and beautiful you!" Maria go inside without minding the displayed add and greeted by its staff.

Staff: Anneoyong Haseyo! May I help you madam?

Maria: Yes. I like the designs of your dresses but the displays are all small. Do you have extra-large size?

Staff: (Ethnocentric Response):\_\_(11)\_\_\_\_\_

Maria: Why? (Cultural Relativist response)(12) \_\_\_\_\_

Maria goes out the store without a paper bag. Then, while walking out of the mall, she saw some American brand clothing store. She walk inside the store she is warmly welcomed by its staff.

Sales staff: Good Morning Ma'am? How may I help you?

Maria: I am looking for the displayed dress at the front of your store; do you have bigger size than that?

Sales staff: (Cultural Relativist response)(13)\_\_\_\_\_

Maria got out the store with a smile on her face and the dress that she wanted. While waiting for a cab, she saw a Filipino street food in a stall. She walk towards it and ask the vendor.

Maria: Isaw is 20 pesos per stick? (Ethnocentric reaction) (14)\_\_\_\_\_!

Vendor: (Cultural relativist response) (15)\_\_\_\_\_.

After that day, Maria went home with a full stomach and a smile in her face. -End



## ***What I Have Learned***

- Cultural Universals give rise to Ethnocentrism and Cultural Relativity/Relativism.
- Cultural differences are dominant than cultural universal
- Cultural Relativism refers to the practice of assessing a culture by its own standards rather than viewing it through the lens of one's own culture.
- The logic of cultural relativism is at the basis of contemporary policies of multiculturalism.
- Ethnocentrism involves a belief or attitude that one's own culture is better than all others
- Multiculturalism refers to both the fact of the existence of a diversity of cultures within one territory and to a way of conceptualizing and managing cultural diversity.



## ***What I Can Do?***

**DIRECTIONS:** Read the statements carefully and identify if it implies ethnocentrism or cultural relativism. Write the answers on the space provided.

1. Pedro believes that tribe paint their faces for religious ceremonies, there must be a good reason why he do that.	
2. Linda uses her culture to judge other culture.	
3. Celso understands the culture of the others.	
4. Americans believe that their culture is better than British.	
5. Other countries express disgust at other culture cuisines and think that it's gross.	
6. Philippine government does not ban any religious activities.	
7. Mr. Henry Sy believes that men and women are equal in workplace.	
8. Some tribes isolate themselves from others because they are a threat to them.	
9. Ana and Pedro have different religions. However, they respect each other.	
10. Pampangeños prefer to look at the other regional cultures likely similar.	
11. People from Visaya are often bullied by people in the metro manila because of their cultural language.	
12. People criticize the traditional alive foods of Chinese	
13. Using spoon and fork at the same time in Canada is prohibited	
14. Having multiple wives in Muslim is being judged by monotonous religions.	
15. Americans and other countries in Asia adopted the sushi food of Japan and created their own sushi restaurants.	



## **Assessment**

**DIRECTIONS:** Complete the chart. Write down the cultural relativist behaviour of Filipinos and the pros and cons in each.

### **Cultural Relativist or Ethnocentric?**

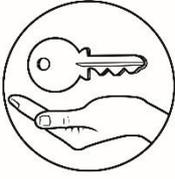
Category	Cultural Relativist Behavior	Pros	Cons
Food			
Dress			
Religion			
Education			
Politics			
Movies			
Music			
Dance			
Law			
Traditions			



## ***Additional Activities***

**DIRECTIONS:** Using the twitter board, write down the significance of cultural relativism in attaining cultural understanding using 140 characters. (140 words)

The image shows a simulated Twitter tweet composition interface. At the top left, there is a blue Twitter bird logo. Below the logo is a large, empty rounded rectangle intended for writing the tweet. At the bottom of the interface, there is a toolbar with four icons: a photo icon, a GIF icon, a video icon, and a location pin icon. To the right of the toolbar, the character count '140' is displayed, and a 'Tweet' button is visible.



## Answer Key

What's New

1. When they laugh about her religious hijab
2. Because she opened up her mind about the culture she's currently in.
3. Not necessarily because respect should always come first knowing or not the whole story.
4. Because she is different than them
5. No, because I understand that they have different set of beliefs than me.
6. Chaos
7. Misunderstanding
8. Stunted growth
9. complexity
10. war

What's In

1. Non-material culture
2. Non-material culture
3. Material culture
4. Non-material culture
5. Non-material culture
6. Non-material culture
7. Material culture
8. Non-material culture
9. Material culture
10. Non-material culture
11. Material culture
12. Material culture
13. Non-material culture
14. Non-material culture
15. Non-material culture

\*All should be respected.

What I Know

Activity 1

1. B
2. A
3. E
4. C
5. D

Activity 1.1 (6-10)  
(Teacher's rubrics)

What I Can Do

1. Cultural relativism
2. ethnocentrism
3. cultural relativism
4. ethnocentrism
5. ethnocentrism
6. cultural relativism
7. cultural relativism
8. ethnocentrism
9. cultural relativism
10. cultural relativism

What's More

1. F
2. T
3. T
4. F
5. T
6. T
7. F
8. T
9. T
10. T

11. None because in Koreans, fat is ugly, skinny is beautiful

12. All of shapes and sizes are beautiful!

13. Yes maam we do have all the sizes because our store believes all shapes and sizes deserves beautiful dresses.

14. In my province, it's only 10 pesos!

15. Every vendors ma'am sell it for 20 pesos, we are all just doing our business.



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