



LEYTE STATE UNIVERSITY

6521-A Visca, Baybay, Leyte, Philippines

Office of the Secretary of the University
and of the Board of Regents

EXCERPT FROM THE APPROVED MINUTES OF THE
14th LSU Board of Regents Meeting
2 December 2003 * CHED Central Office, Pasig City


Proposal to Offer Rural Sociology as a Major
Field in the Master of Science Program of Leyte State University


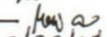
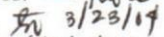

BOR RESOLUTION NO. 94, s. 2003

Approving the proposal to Offer Rural Sociology as a
Major Field in the Master of Science Program of Leyte State
University, as presented.

BOARD ACTION: **APPROVED**
Date : 2 December 2003
ATTACHMENT: S

Certified True and Correct:


DANIEL M. TUDTUD JR.
Board Secretary

cc: University Registrar 
Graduate School — 
ISRDS —  3/23/04 3-23-04
Dean, College of Agriculture — 

1 **PROPOSAL TO OFFER RURAL SOCIOLOGY**
2 **AS A MAJOR FIELD IN THE MASTER OF SCIENCE PROGRAM**
3 **OF THE LEYTE STATE UNIVERSITY (LSU)**
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6 **I. RATIONALE**
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8 Lessons learned from various countryside development programs have not
9 underscored the importance of recognizing that agricultural production per se nor
10 technology generation alone can solve the complexity of the problems that beset the
11 rural sector. Rather, the social, cultural, and even the political aspects of agricultural
12 research and development have to be taken into account. The Leyte State University
13 has recognized this dilemma as gleaned from its previous and current development
14 plans. This was manifested in the 1974 Ten-Year Development Plan, which laid a
15 blueprint to put up a wholly separate Department of Rural Sociology to further
16 strengthen its social science program. This was reiterated in the 1990 Five-Year
17 Development Plan of the then proposed Visayas State University of Agriculture and
18 Applied Sciences.
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20 Innate to LSU's structure as a newly established university, the Center for
21 Social Research has been converted into an Institute for Strategic Research and
22 Development Studies (ISRDS), consequently expanding its mandate to offer degree
23 courses, in addition to its primary functions in research and extension. While the
24 ISRDS is basically continuing to carve its niche in social research and extension that
25 has been going on for more than two decades, its instruction function shall deepen its
26 contribution to rural development by influencing the young minds towards positive
27 transformation in agriculture through quality higher education. The pooled expertise of
28 the ISRDS in the fields of rural sociology, development studies, agroecology,
29 development anthropology, community development, extension, policy studies and
30 social development is also a compelling reason for instituting this curricular program.
31 In the whole country it is only the University of the Philippines at Los Baños (UPLB),
32 which is solely catering to the human resource requirement for rural sociology. In the
33 Visayas region, no similar program is being offered. Therefore, LSU's strategic
34 location is a plus in terms of attracting would-be rural sociology students who might be
35 employed in the Visayas and Mindanao areas.
36

37 Moreover, the necessity of producing highly trained personnel in rural
38 sociology is increasingly felt with the current shifts in the national RDE thrusts in
39 agriculture and fishery in 2000. For instance, the emerging initiatives toward
40 agricultural and ecological sustainability in almost all government and non-government
41 agencies engaged in rural development require high caliber people with good
42 grounding in program planning and the tools in rural sociological analyses. This is
43 manifested in the positive responses of the majority of respondents during the focus-
44 group discussions and informal survey conducted in February 2002 to ascertain
45 whether they plan to enroll at LSU in the masteral program major in Rural Sociology
46 (See Appendix B). The holistic understanding of socioeconomic, cultural, and political
47 dynamics of society both in the theoretical and empirical arenas makes rural sociology
48 a more relevant area of study.
49

50 For LSU to be in the cutting edge in rural development, it must genuinely
51 address the call for a wholesome balance in the development of the critical mass of
52 scientists that are not only competent on the technical aspects of agriculture but also
53 on the social ramifications of agricultural research and development.

II. OBJECTIVES

1. Develop high quality human resource needed for agriculture and fishery development;
2. Harness the theoretical and analytical skills of students to become highly trained professionals in rural sociology; and,
3. Develop and cultivate socio-economic, environmental, cultural, and political awareness among students to make them bearers of positive change in their respective rural communities.

III. TARGET CLIENTELE

The proposed program shall provide quality advanced education to graduates of various agricultural fields as well as those with bachelor's degrees in such fields as psychology, anthropology, political science, philosophy, and other related fields. Those employed in non-government organizations, and local government units in the Visayas and Mindanao areas can benefit from this program.

Employment Opportunities

- ❖ Universities/Colleges of Agriculture
 - Instructors
 - Researchers
- ❖ Extension agents/field workers of government agencies
- ❖ Agencies engaged in rural/agricultural /social development
 - Researchers
 - Program Evaluators
- ❖ Community organizers of non-government organizations

IV. GRADUATE PROFILE

It is envisioned that the MS graduates in Rural Sociology shall demonstrate the following skills and/or facets in their professional lives:

A. Cognitive

- a. Analyze the theories, concepts, and principles in development studies and its related disciplines
- b. Integrate professional knowledge of rural sociology to decision-making under varied socio-economic and political conditions.
- c. Interpret and analyze the social issues and their ramifications on the well-being of rural people, the community, the country, and the world.
- d. Synthesize learnings from different disciplines or areas of expertise into a more holistic approach to problem identification and solution.

B. Affective

- a. Show sensitivity to human needs and social problems especially those concerning the rural poor.
- b. Demonstrate an openness to learn from the rural people through personal interaction and development advocacy.
- c. Appreciate the role of sociological research in expanding knowledge in rural development.
- d. Actualize a problem-solving attitude and sociologically-sound approach(es) to solve social problems.

C. Psychomotor

- a. Apply theories to the analyses of existing Philippine conditions.
- b. Devise innovative and effective processes and methodologies to reach out to the rural communities.
- c. Utilize the research findings to improve the home, community, and work environments through various intervention schemes.
- d. Devise socio-economic research instruments, to gather and encode data, and use statistical package to analyze them.
- e. Lead in the mobilization of groups and/or communities towards the realization of rural development agenda.
- f. Implement rural development programs and projects that will redound to a more sustainable and equitable progress among the rural populace.

V. ADMISSION AND COURSE REQUIREMENTS

A. Admission Requirements

Rural sociology is an applied area of study with emphasis on rural situations, structures, and social phenomena. Consequently, it draws students from practically all undergraduate fields and disciplines especially those from agriculture-related sciences. Admission requirements and policies set by the Graduate School shall be followed in admitting students to this proposed program, both in campus and on an extramural arrangement.

B. Course Requirements

An enrollee to the program shall be required to take 37 units of course work broken down as follows:

Courses	Number of Units		
	200 Level Course	300 Level Course	Total Units
Major:			
Required	12	-	12
Elective	9	-	9
Minor/Cognate	9	-	9
Graduate Seminar	1	-	1
Thesis	-	6	6
TOTAL	31	6	37

145 VI. GRADUATE COURSES FOR INSTITUTION

146 A. MAJOR COURSES

147 1. REQUIRED COURSES

148
149 RSOC 205 SOCIOLOGICAL THEORY. Different sociological concepts
150 and paradigms with emphases on the critical social
151 perspectives.

152
153 Prerequisite: Socio 11 (General Sociology)

154 Credit: 3 units (3 hours a week, lecture)

155
156
157 Rationale: A social scientist worth his/her salt possesses an
158 excellent grounding of sociological perspectives and
159 should be able to relate them to the socio-economic
160 and political realities to have an objective and critical
161 social analyses.

162
163 RSOC 206 CONTEMPORARY SOCIOLOGICAL THOUGHT. Analyses
164 of classical and current sociological perspectives and their
165 variants as they relate to development initiatives.

166
167 Prerequisite: RSOC 205 (Sociological Theory)

168 Credit: 3 units (3 hours a week, lecture)

169
170 Rationale: More in-depth theoretical and analytical analyses
171 are basic inputs in the development of critical thinking,
172 thus enabling students to understand better the
173 dynamics of society and making them academically
174 prepared to face such social realities.

175
176 RSOC 208 QUALITATIVE RESEARCH METHODS IN THE SOCIAL
177 SCIENCES. Techniques and problems of qualitative research
178 methods including participatory rural appraisal, process
179 documentation and other unobtrusive measures.

180
181 Prerequisite: Consent of Instructor

182 Credit: 3 units (3 hours a week, lecture)

183 Rationale: This course equips students with alternative
184 methodological perspectives apart from the
185 quantitative approach. Students who intend to do
186 qualitative social science investigation will profit from
187 the knowledge and training from this course.

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189 B. ELECTIVE COURSES

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191 RSOC 221 SOCIOLOGY OF AGRICULTURE. Comparative social issues
192 on agriculture in the Philippines and in other developing
193 countries.

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195 Prerequisite: Consent of Instructor

196 Credit: 3 units (3 hours a week, lecture)

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Rationale: This course introduces students into the applied and specialized areas of rural sociology focusing on the structural transformation of agriculture and how it affects our way of life and economy.

RSOC 224 DEMOGRAPHY. Analyses of human population dynamics, migration and other relevant demographic issues.

Prerequisite: Consent of Instructor
Credit: 3 units (3 hours a week, lecture)

Rationale: This course provides students to have a good grasp of fertility, overpopulation, migration, and other demographic issues related to the analyses of socio-economic and political problems of a developing country like the Philippines.

RSOC 227 POLITICAL ECONOMY. Processes and interplay between economics and institutions in the global and local arenas.

Prerequisite: Consent of Instructor
Credit: 3 units (3 hours a week, lecture)

Rationale: This course accords students with in-depth understanding of the interaction among the state, social institutions, and economy both at the macro and micro levels for more comprehensive sociological analyses.

RSOC 232 GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR SOCIAL SCIENCES. GIS techniques and applications that particularly address the needs of the social sciences.

Prerequisite: Consent of Instructor
Credit: 3 units (5 hours a week; 2 lec., 3 lab.)

Rationale: This course enhances students' appreciation of social science data analyses by using GIS and it enables them to use spatially referenced data for strategic decision and policy making.

RSOC 235 COLLECTIVE BEHAVIOR AND GRASSROOTS ORGANIZING. Analyses of rural social movements, the power and leadership structure, empowerment strategies and organizational dynamics.

Prerequisite: RSOC 205 (Sociological Theory)
Credit: 3 units (3 hours a week, lecture)

Rationale: This course provides thorough understanding in analyzing the different forms of human organization, its formation, leadership structure, and relevance towards the realization of more people-based development initiatives.

RSOC 238 TECHNOLOGY AND SOCIETY. Politics of scientific knowledge production, socio-economic trends, perceived risks and impacts of modern agrobiotechnologies.

Prerequisite: RSOC 221 (Sociology of Agriculture)
Credit: 3 units (3 hours a week, lecture)

Rationale: Students in rural sociology must be updated with the global trends and politics in agriculture, particularly the modern agrobiotechnologies for informed discourse thereby, influencing the conduct of more relevant research and development activities.

RSOC 241 GENDER, WORK AND FOOD IN RURAL SOCIETIES.

Analyses of the socio-political factors that give impetus to women and men's contribution in the production of food, issues of equity and equality in the allocation of labor in agriculture, their access to and control of resources.

Prerequisite: Consent of Instructor
Credit: 3 units (3 hours a week, lecture)

Rationale: This course cultivates in the students the appreciation of gender equality and equity in the promotion of agricultural development especially in terms of the allocation of work and food that affects their roles in the community and in their tasks of social reproduction.

RSOC 244 POVERTY, PEACE AND THE PEASANTRY. Analyses of rural poverty; approaches and policies in poverty reduction and peace promotion.

Prerequisite: Consent of Instructor
Credit: 3 units (3 hours a week, lecture)

Rationale: This course heightens students' ability in analyzing and articulating the persistent phenomenon of poverty, identifying who and where these strategic poverty-stricken people/areas, its concomitant policy interventions as well as its implications to peace promotion.

RSOC 247 SOCIAL PROGRAM PLANNING, MONITORING AND EVALUATION. Planning and assessment of rural and agricultural development programs.

Prerequisite: RSOC 20 (Qualitative Research Methods in the Social Sciences)

Credit: 3 units (3 hours a week, lecture)

Rationale: This course sharpens students' skills as planners and evaluators of social and rural development programs using quantitative and qualitative techniques in order to produce a more realistic bases for development policy and action.

RSOC 252 RURAL RESOURCES MANAGEMENT, ACCESS AND BENEFIT SHARING. Analyses of how rural communities and organizations manage and conserve natural resources for sustainability and equity.

Prerequisite: Consent of Instructor
Credit: 3 units (3 hours a week, lecture)

Rationale: This course equips students the skills in analyzing and articulating the issues on local governance; people's management of rural resources and determining their benefits from its utilization to have sustainable development.

RSOC 299 GRADUATE SEMINAR. Presentation of papers from literature and present work by students and staff.

Credit: 1 unit

RSOC 300 MASTER'S THESIS. Supervised research in Rural Sociology.

Credit: 6 units

(Full credit is received when the thesis is finally approved/ submitted).

VII. GRADUATE COURSE FOR ADOPTION

STAT 221 SOCIAL SCIENCE STATISTICS. Statistical tests and their application to social science research.

Prerequisite: Stat 21 (Elementary Statistics)
Credit: 3 units (5 hours a week; 2 lec., 3 lab)

VIII. SUMMARY OF PROPOSED GRADUATE COURSES

Following the standard Graduate School guidelines, the MS in Rural Sociology student must be required to fulfill a total of 37 units (minimum) in order to graduate. This includes 12 units of required courses; 9 units from major elective courses; 6 units of thesis, 1 unit graduate seminar and 9 units from the minor field.

1. REQUIRED COURSES (12 units)	No. of units
RSOC 205 SOCIOLOGICAL THEORY	3
RSOC 206 CONTEMPORARY SOCIOLOGICAL THOUGHT	3
STAT 221 SOCIAL SCIENCE STATISTICS	3
RSOC 208 QUALITATIVE RESEARCH METHODS IN THE SOCIAL SCIENCES	3
2. ELECTIVE COURSES (9 units minimum)	
RSOC 221 SOCIOLOGY OF AGRICULTURE	3
RSOC 224 DEMOGRAPHY	3
RSOC 227 POLITICAL ECONOMY	3

361	RSOC 232	GIS FOR SOCIAL SCIENCES	3
362	RSOC 235	COLLECTIVE BEHAVIOR AND GRASSROOTS	
363		ORGANIZING	3
364	RSOC 238	TECHNOLOGY AND SOCIETY	3
365	RSOC 241	GENDER, WORK AND FOOD IN RURAL SOCIETIES	3
366	RSOC 244	POVERTY, PEACE AND THE PEASANTRY	3
367	RSOC 247	SOCIAL PROGRAM PLANNING, MONITORING AND	
368		EVALUATION	3
369	RSOC 252	RURAL RESOURCES MANAGEMENT, ACCESS	
370		AND BENEFIT SHARING	3
371			

372 3. SEMINAR COURSE (1 unit)

373	RSOC 299	Graduate Seminar	1
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376 4. THESIS (6 units)

377			
378	RSOC 300	Master's Thesis	6
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380 5. MINOR COURSES 9

381 In consultation with his/her Graduate Advisory
382 Committee, the student selects his/her minor field from an
383 array of MS courses offered by the other Colleges in LSU.
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IX. FACULTY PROFILE

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388 1. ISRDS Organic Staff

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390	Name	Degree	Field of Specialization	Courses to be Handled
391				
392	1. Avila, Myrna M.	Ph.D.	Community Development	RSOC 221 RSOC 244
393			Rural Sociology/Admin Supervision	
394	2. Dabuet, Basilio A.	Ph.D.	Community Development	RSOC 224 RSOC 299
395			Rural Sociology	
396	3. Dagoy, Fe J.	Ph.D.	Education	RSOC 241 RSOC 299
397	4. Dagoy, Salvador C.	Ph.D.	Extension Education/	RSOC 299 RSOC 247
398			Rural Sociology	STAT 221 (team teach)
399	5. Dargantes,	Dr.Sc.	Agroecology	RSOC 232 RSOC 252
400	Buenaventura B			RSOC 235
401	6. Nuñez, Lilian B.	M.S.	Social Development	RSOC 208
402	7. Pascual, Beverlo P.	Ph.D.	Community Development	RSOC 221 RSOC 300
403	8. Ponce, Eliseo R.	Ph.D.	Ag. Extension, Rural Sociology	RSOC 235 RSOC 300
404	9. Saz, Efren B.	Ph.D. Cand	Rural Sociology	RSOC 206 RSOC 227
405	10. Vega, Belita A.	Ph.D.	Rural Sociology/Socio of	RSOC 238 RSOC 205
406			Economic Change	RSOC 300
407			Social Stratification	

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409 2. Affiliate Staff

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411	1. Abamo, Antonio P.	Ph.D. Cand.	Production Economics	
412			Policy & Development	RSOC 227
413	2. Predo, Canesio D.	Ph.D.	Resource Environmental	
414			Economics	RSOC 252 RSOC 299
415	3. Roa, Julieta R.	Ph.D. Cand.	Social Sciences	SOC 244 RSOC 299
416				

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Appendix A

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419 **ISRDS Instructional Facilities and Equipment:**

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421 1 Mini conference room

422 1 Audio visual room

423 1 Library and databank

424 1 DLP Projector

425 2 Overhead projectors

426 6 Functional computers

427 1 Camera, 135 mm

428 1 Mini recorder

429 2 Vehicles (Toyota Land Cruiser)

Appendix B

Focus-Group Discussion (FGD) Results on Determining the Need for the Offering of Rural Sociology February 2002

In the absence of a formal survey, the ISRDS conducted focus-group discussions and informal survey of a batch of trainees who underwent capability building session at the Institute last February 2002. They were asked only two questions: (1) If MS Rural Sociology will be offered at LSU, will you plan to enroll, and (2) If so, what kind of offering will you prefer in or off campus? The following brief results of the FGD is presented:

Profile of Respondents

Majority of the respondents (59%) were heads of office (Municipal Agriculturists) of the Office of the Municipal Agriculture (OMA) of the Local Government Units of Leyte (Table 1). They were mostly graduates of the BS in Agriculture and only few had taken MS in Public Administration, Rural Development Planning. Their present job description was under extension as required by almost half of the respondents while almost one-fourth were involved in both administration and extension.

Table 1. Profile of Respondents

Characteristics	Frequency	Percentage (n=22)
Nature of Organization:		
LGU- Province	4	18.0
LGU-OMA	13	59.0
DA (APC, BES)	3	14.0
LSU	1	4.5
Private (unaffiliated)	1	4.5
Total	22	100
Current Position:		
Municipal Agriculturist	13	59.0
Center Chief	3	14.0
Senior Agriculturist/AT	4	18.0
Private (unaffiliated)	1	4.5
Instructor	1	4.5
Total	22	100
Educational Background:		
BS 9Ag.Eng. Edu. Fisheries, etc.)	17	77.3
MS (Public Adm., RD Plan)	4	18.2
DVM	1	4.5
Total	22	100
Present Job Description:		
Extension	10	45.6
Administration	2	9.1
Administration and Extension	5	22.7
Instruction	1	4.5
Communication	2	9.1
Research	1	4.5
Engineering	1	4.5
Total	22	100

455 **Plan to enroll MS in Rural Sociology**

456
457 Among the respondents, 59 percent has the plan to enroll MS in Rural
458 Sociology if offered in LSU (Table 2). For them, the course is important to acquire a
459 wider knowledge specifically on dealing with rural issues and evaluating projects.
460 While some are interested to have continuous professional growth, a few found it very
461 useful in carrying out their responsibilities in the field.

462
463 For those 13 respondents who were planning to enroll MS RS in LSU, most of
464 them (77%) preferred to enroll on-campus while only 15 percent preferred the off-
465 campus or extramural offering. Aside from the above-mentioned preference, some
466 respondents suggested that study grants should be available so that they can pursue
467 the course, another respondent hoped to study with pay.

468
469 Table 2. Plan to enroll MS in Rural Sociology.

470

Plan to enroll MS RS at LSU	Frequency	Percentage (n=22)
Yes	13	59
No	9	41
Total	22	100

471
472 Table 3. Preferred type of offering.

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Preferred Type of Offering	Frequency	Percentage (n=13)
On-campus	10	77
Extramurals	2	15
Either	1	8
Total	13	100

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