

**PANEL SPEAKERS  
PHILIPPINE SOCIOLOGICAL SOCIETY  
2009 NATIONAL CONFERENCE  
16-17 October 2009**

**Rizal and the Sociology of Colonial Society**

**by Syed Farid Alatas, PhD**



In most sociological theory textbooks or writings on the history of social theory, the subject-object dichotomy is a dominant, albeit unarticulated principle of organization. Europeans are the ones that do the thinking and writing, they are the social theorists and social thinkers, what we might call the knowing subjects. If at all non-Europeans appear in the texts they are objects of study of the European theorists featured and not as knowing subjects, that is, as sources of sociological theories and ideas. If we take the nineteenth century as an example, the impression is given that during the period that Europeans such as Marx, Weber, Durkheim and others were thinking about the nature of society and its development, there were no thinkers in Asia and Africa doing the same. It seems fitting, therefore, to provide examples of social theorists of non-European backgrounds who wrote on topics and theorised problems that would be of interest to those studying the broad ranging macro processes that have become the hallmark of classical sociological thought and theory.

The social thinker under consideration here, José Rizal (1861-1896), was a highly original thinker. He is an example of a non-Western thinker who theorised about the nature of society in ways not done by his Western counterparts. Rizal is interesting because he lived during the formative period of the Western social sciences but provides us with a different perspective on the colonial dimension of the emerging modernity of the nineteenth century. Rizal raised original problems and treated them in a creative way. An example is his discussion on the issue of the indolence of the Filipinos, the basis of his thinking on colonial society.



## **Sociology as the Reflexive Side of Culture**

**by Professor Randolph S. David**

## **Ideological Hegemony of Neoliberalism in the Philippines**

**by Walden Bello, PhD**

Focusing on the phenomenon of neoliberalism, the talk is an effort to understand the dynamics of the rise of hegemony of an ideology and to understand why it remains influential even after real-world developments have contradicted its key propositions. The talk will begin by looking at the domestic and international factors facilitating the rise of neoliberalism in the eighties and nineties. It will show how disillusionment with developmentalism, the collapse of socialism in Eastern Europe, and the rise of free market economics globally provided a supportive international context while the reestablishment of liberal democracy and the institutional prestige of the University of the Philippines School of Economics owing to its academic contribution to the ousting of the Marcos dictatorship were important domestic factors. We will then discuss the high point of neoliberalism during the presidency of Fidel Ramos up to the Asian financial crisis. The increasing divergence between the promises of neoliberalism and the actual results of neoliberal policies will then be touched on, with the focus being on how this began to erode the ideology. Finally, we will look at the impact of the latest global economic crisis and try to explain why, despite the obvious failure of market ideology and the crescendo of criticism it is now receiving, it continues to be the default paradigm of most technocrats and economists.



**WORKSHOP ON TEACHING SOCIOLOGY**  
**October 17, 2009, 1:30-4:30 pm**  
**Bulwagang Juan Luna**

**IMPRESSION MANAGEMENT IN THE SOCIOLOGY CLASSROOM:**  
**by Ricardo G. Abad, PhD**

Research, teaching, and service comprise the cornerstones of academic life. While strong performances in these areas are expected in faculty evaluations, more professional encouragement in the form of grants, publications, conferences, and awards goes to research and service than to teaching. The teachers' work, moreover, is rendered invisible to the public eye and given little professional scrutiny. One result: less acclaim for the teacher. Another, more serious, consequence is that few students get excited about taking sociology courses or even becoming sociologists.



Yet the future of sociology may rest in teaching sociology well. Through good teaching, many students can acquire the sociological imagination to offset the individualistic perspective of many people around them. Imagine too how influential sociology can be if our students address sociological issues in their chosen professions – in business, politics, law, health, culture and the arts. Then we can say that sociology has gone truly public!

Now good teaching needs a facility for what Erving Goffman calls *content* and *style*. While more work in understanding sociological concepts and updating knowledge are needed, the resources for acquiring content -- libraries, the internet, conferences – are many. Fewer resources are available for developing style – that quality of impression management that deals with the face-to-face interaction between teachers and students.

This conference workshop explores ways to do effective impression management in the sociology classroom. Drawing on exercises and insights from the theater, conference participants figure out what they can do with body, voice, and mind to hold the students' attention, create a lively classroom life, and embed sociological ideas in visual, verbal and kinesthetic ways.

The workshop facilitator is Dr. Ricardo G. Abad, Professor of Sociology at the Ateneo de Manila University, the artistic director of Tanghalang Ateneo, and a recipient of the Metrobank Outstanding Teacher Award in 2001.