



ISO 9001:2008  
TUV Rheinland ID 910863351

Republic of the Philippines  
Bicol University  
**COLLEGE OF SOCIAL SCIENCES & PHILOSOPHY**  
General Education Department  
Daraga, Albay



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**Course Title** : The Life and Works of Jose Rizal

**Course No** : GEC 19

**Course Prerequisite** : None

**Number of Credits** : 3 units

**Course Placement** : All Courses

**Semester/Term** : \_\_\_\_\_ Semester, S.Y. \_\_\_\_\_ - \_\_\_\_\_

**Time/Room** :

**Course Description** :

As mandated by Republic Act 1425, this course covers the life and works of the country's national hero, José Rizal. Among the topics covered are Rizal's biography and his writings, particularly the novels *Noli me tangere* and *El filibusterismo*, some of his essays, and various correspondences.

**Institutional Learning Outcomes:**

Every BU graduate should:

- Demonstrate critical thinking and integrative skills to solve and support lifelong learning;
- Communicate effectively and appropriately orally and in writing for various purposes with responsible use of ICT tools;

- c. Collaborate with diverse people ethically and with mastery of knowledge and skills in given disciplines; and
- d. Create knowledge and innovation to promote inclusive development as well as globalization.

### Collage Learning Outcomes

Every BUCSSP graduate should:

- a. Demonstrate professionalism in the field of Social Sciences and Philosophy;
- b. Manifests overt behaviour along nationalism, integrity and productivity;
- c. Engage in advocacies in support of various concerns towards holistic human transformation.

### Course Learning Outcomes

- 1. Develop adequate understanding of the general social science subjects such as Philippine History, Rizal, Asian and Western Civilizations and World History.
- 2. Demonstrate positive social values reflective of being worthwhile members of the society as agents of peace, cultural sensitivity, gender equality, environmental stewardship.
- 3. Collaborate with others in strengthening awareness and appreciation of the rich historical past for better understanding of the present and a guide for the future.
- 4. Exhibit an understanding of themselves and others.

| Specific Learning Outcomes   | Learning Content   | Instructional Delivery   | Instructional Resources  | Performance Standards   | Assessment Tasks                     | Time Allotment |
|--|--|--------------------------|--|---|--------------------------------------|----------------|
| Develop character, leadership, service and scholarship.                                | University Vision and Mission and College Goals                      | Participatory Discussion | Powerpoint Presentation<br><br>Handouts  | At least 85% of the class will be able to answer correctly 3 out of 5 questions asked during the recitation | Recitation<br><br>Paper and Pen Test | 1 hour         |
| Appreciate the importance of reaching a personal opinion based on study and discussion | Introduction to the Course: R.A. 1425<br><br>-Nation and Nationalism | Lecture/Discussion       | Republic of the Philippines. 1956. Republic Act 1425. Available online, <a href="http://www.gov.ph/1956/06/12/republic-act-no-1425/">http://www.gov.ph/1956/06/12/republic-act-no-1425/</a> .<br><br>Laurel, Jose B. Jr. 1960. The trials of the Rizal Bill. <i>Historical Bulletin</i> 4(2): 130–39.<br><br>Constantino, Renato. 1969. The Rizal Law and the Catholic hierarchy. In <i>The making of a Filipino: A story of Philippine colonial politics</i> , 244–47. Quezon City: The Author. | At least 85% of the class will comprehensively discuss the importance of Rizal as a course.                 | Quiz<br><br>Position Papers          | 4 hours        |

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|---|--|---|---|--|-----------------------------|----------|
|   |  |   | <p>Schumacher, John. 2011. The Rizal Bill of 1956: Horacio de la Costa and the bishops. <i>Philippine Studies</i> 59(4): 529–53.</p> <p>Constantino, Renato. 1966. Our task: To make Rizal obsolete. In <i>The Filipinos in the Philippines and other essays</i>, 137–52. PS9993 C6 F4a</p> <p>Anderson, Benedict. 1991. Introduction. In <i>Imagined communities: Reflections on the origins and spread of nationalism</i>, 1–65. Revised ed. London and New York: Verso. Pasig City: Anvil, 2003 PH edition. JC311 A656 1994; JC311 A656 2003</p>   |  |                             |          |
| Explain the circumstances of José Rizal's life in the context of the nineteenth century | <p>19<sup>TH</sup> Century Philippines as Rizal's Context</p> <p>-Ascendance of Chinese Mestizo</p> <p>-Agrarian Relations and Friar Lands</p> <p>-Interclergy Conflicts and Cavite Mutiny</p> | <p>Lecture/Discussion</p> <p>Library research</p> <p>Textual analysis</p> <p>Small group discussion</p> <p>Reporting</p> <p>Film Analysis</p> | <p>Wickberg, Edgar. 1964. The Chinese mestizo in Philippine history. <i>Journal of Southeast Asian History</i> 5(1): 62–100.</p> <p>Wickberg, Edgar. 2000. The Philippine Chinese before 1850. In <i>The Chinese in Philippine life, 1850–1898</i>, 25–36. Quezon City: Ateneo de Manila University Press. DS666 C5W5 2000</p> <p>José Rizal. 1889. La verdad para todos / The truth for everybody. In <i>La Solidaridad</i>, vol. 1:1889, trans. Guadalupe Fores-Ganzon, 168–77. Pasig City: Fundación Santiago. DS651 S6 1996</p> <p>Roth, Dennis M. 1982. Church lands in the agrarian history of the Tagalog region. In <i>Philippine social history: Global trade and local transformations</i>, ed. Alfred W. McCoy and Ed. de Jesus, 131–53. Quezon City: Ateneo de Manila University Press. HN713 P44</p> <p>Aguilar, Filomeno. 1998. Elusive peasant, weak state: Sharecropping and the changing meaning of debt. In</p> | At least 85% of the class will be able to correctly discuss the 19 <sup>th</sup> century Philippines as Rizal's context. | Graded Reporting<br>Quizzes | 12 hours |

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|   |   |   | <p><i>Clash of spirits: The history of power and sugar planter hegemony on a Visayan island</i>, 63–77 only. Quezon City: Ateneo de Manila University Press. HD9116 P53 N42</p> <p>Aguilar, Filomeno. 2016. Sugar capitalism: The divergent paths of haciendas on Negros Island and the Hacienda de Calamba. <i>Journal of Southeast Asian Studies</i>.</p> <p>Blanco, Roberto. 2010. Pedro Peláez, leader of the Filipino clergy. <i>Philippine Studies</i> 58(1–2): 3–43. [Read pages 19–26, 31–32]</p> <p>Schumacher, John. 1999. Historical introduction. In <i>Father Jose Burgos: A documentary history with Spanish documents and their translations</i>, 1–32. Quezon City: Ateneo de Manila University Press. DS675.8 B8 S37</p> <p>Schumacher, John. 2011. The Cavite Mutiny: Toward a definitive history. <i>Philippine Studies</i> 59(1): 55–81.</p> <p>Schumacher, John. 2006. The Burgos <i>Manifiesto</i>: The authentic text and its genuine author. <i>Philippine Studies</i> 54(2): 153–304. [Read pages 151–52, 268–92]</p> |  |                          |         |
| Explain the circumstances of José Rizal's life in the context of the nineteenth century | Rizal's Life: Family, Childhood and Early Education | Film Showing<br><br>Group Discussion    | Jose Rizal, GMA Films directed by Marilou Dizaz-Abaya  | At least 85% of the class will be able to explain the influences in the formation years of Rizal's life. | Individual Thought Paper | 3 hours |
| Explain the circumstances of José Rizal's life in the context of                        | Rizal's Life: Higher Education and Life Abroad      | Document Readings<br><br>Con't. of Film | Schumacher, John. 1997. Early Filipino student activities in Spain, 1880–1882. In <i>The propaganda movement: 1880–1895; The creators of a Filipino consciousness, the makers of the revolution</i> , 19–39.   | At least 85% of the class will be able to logically discuss Rizal's role in the campaign for reforms.    | Individual Thought Paper | 3 hours |

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| <p>the nineteenth century</p> <p>Recognize the value of differing narratives and interpretations of Rizal's life and works</p>   |  | <p>Showing</p>   | <p>Also read page 236. Quezon City: Ateneo de Manila University Press. DS675 S385 1997</p> <p>Rizal, José. 2011. Rizal's toast to Luna and Hidalgo. Presidential Museum and Library, Republic of the Philippines. Online, <a href="http://malacanang.gov.ph/4071-jose-rizalshomage-to-luna-and-hidalgo/">http://malacanang.gov.ph/4071-jose-rizalshomage-to-luna-and-hidalgo/</a>.</p> <p>Schumacher, John. 1997. Journalism and politics, 1883–1886. In <i>The propaganda movement: 1880–1895; The creators of a Filipino consciousness, the makers of the revolution</i>, 40–58. Quezon City: Ateneo de Manila University Press. DS675 S385 1997</p> <p>The Staff. 1889. Our aims. In <i>La Solidaridad</i>, vol. 1: 1889, trans. Guadalupe Fores-Ganzon, 3, 5. Pasig City: Fundación Santiago. DS651 S6 1996</p> |   | <p>Critical Essay about a particular primary source wherein students will discuss the importance of the text, the author's background, the context of the document and its contribution in understanding Phil. history</p> |                |
| <p>Articulate the significance and paradoxes of Rizal's contributions to Filipino nationalism</p> <p>Explain the circumstances of José Rizal's life in the context of the nineteenth century</p> | <p>Rizal's Life: Exile, Trial and Death.</p> | <p>Document Readings</p> <p>Con't. of Film Showing</p> | <p>Film: Rizal sa Dapitan, directed by Tikoy Aguiluz</p> <p>Rizal, José. 1961. Rizal to Blumentritt, Dapitan, 15 February 1893. <i>The Rizal-Blumentritt Correspondence</i>. Manila: José Rizal National Centennial Commission. DS675.8 R5A53 1961</p> <p>Scott, William Henry. 1982. The creation of a cultural minority. In <i>Cracks in the parchment curtain and other essays in Philippine history</i>, 28–41. Quezon City: New Day. DS667.2 S36</p> <p>Aguilar, Filomeno. 2005. Tracing origins: <i>Ilustrado</i> nationalism and the racial science of migration waves. <i>Journal of Asian Studies</i> 64(3): 605–37. [Focus on pp. 620–32]</p> <p>Anderson, Benedict. 2006. Trials of a novelist. In <i>Under three flags: Anarchism and the anticolonial imagination</i>,</p>                             | <p>At least 85% of the class will be able present Rizal's life in exile and how his trial and death influenced the formation of Filipino nationalism.</p> | <p>Individual Thought Paper</p>  | <p>3 hours</p> |

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|   |  |  | <p>147–67. Pasig City: Anvil. HX945 A53 2006</p> <p>Anderson, Benedict. 2006. Montjuich. In <i>Under three flags: Anarchism and the anti-colonial imagination</i>, 169–71, 184–207. Pasig City: Anvil. [Pay attention to note 63, p. 193] HX945 A53 2006</p> <p>Lahiri, Smitha. 1999. Writer, hero, myth, and spirit: The changing image of José Rizal. <i>SEAP Bulletin</i>. Fall bulletin. Southeast Asia Program, Cornell University. Online, <a href="http://seap.einaudi.cornell.edu/sites/seap.einaudi.cornell.edu/files/1999f_2.pdf">http://seap.einaudi.cornell.edu/sites/seap.einaudi.cornell.edu/files/1999f_2.pdf</a>.</p> |  |  |                |
| MIDTERM EXAMINATION 1 hour  |  |  |   |  |  |                |
| <p>Demonstrate the ability to read primary sources critically.</p> <p>Demonstrate the ability to appreciate literary works creatively</p> | <p>Rizal's Annotation of Morga's Sucesos de las Islas Filipinas and Sobre La Indolencia de los Filipinos</p> | <p>Lecture/Discussion on Document reading and analysis – Primary Source</p> <p>Group Presentation and discussion of Rizal's historiography</p> | <p>Rizal, José. 1961 [1890]. Sucesos de las Islas Filipinas por el Doctor Antonio de Morga, obra publicada en Méjico el año de 1609 nuevamente sacada a luz y anotada (Events of the Philippine Islands by Dr. Antonio de Morga, published in Mexico in 1609 recently brought to light and annotated). Manila: José Rizal National Centennial Commission. DS674 M83 1961; ENGLISH VERSION: DS674 M8313 1962 [Read "To the Filipinos" (p. vii), Blumentritt's Prologue, and Rizal's annotations in Chapter 8]</p>  | <p>At least 85% of the class will be able to present outputs in various themes Rizal's annotation of Morga's work.</p>                                       | <p>Critical Essay about a particular primary source wherein students will discuss the importance of the text, the author's background, the context of the document and its contribution in understanding Phil. history</p> | <p>5 hours</p> |
| <p>Explain the context of Rizal's various works, particularly his novels <i>Noli me tangere</i> and</p>                                   | <p>Noli Me Tangere</p>   | <p>Lecture/Discussion</p> <p>Group Plays</p>   | <p>Rizal, José. 1996. <i>Noli me tangere</i>, trans. Ma. Soledad Lacson-Locsin. Makati: Bookmark. PQ8897 R5 N531 1996 [Read Dedication and Chaps. 1–32]</p> <p>Rizal, José. 1890. Al Excmo. Señor Don Vicente</p>   | <p>At least 85% of the class will be able to write reflection papers on the content of Noli and how it pictured the 19<sup>th</sup> century Philippines.</p> | <p>Group Output Presentation</p> <p>Quiz</p>   | <p>6 hours</p> |

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| <p><i>El filibusterismo</i>.</p> <p>Demonstrate the ability to appreciate literary works creatively</p>   |                          | <p>Recitation</p>  | <p>Barrantes / To His Excellency Mr. Vicente Barrantes. In <i>La Solidaridad</i>, vol. 2: 1890, trans. Guadalupe Fores-Ganzon, 62–71. Pasig City: Fundación Santiago. DS651 S6 1996</p> <p>Schumacher, John. 1997. The “<i>Noli me Tángere</i>,” 1887. In <i>The propaganda movement: 1880–1895; The creators of a Filipino consciousness, the makers of the revolution</i>, 83–104. Quezon City: Ateneo de Manila University Press. DS675 S385 1997</p> <p>Anderson, Benedict. 2008. <i>Why counting counts: A study of forms of consciousness and problems of language in Noli me tangere and El filibusterismo</i>, pp. 1–37. Quezon City: Ateneo de Manila University Press. PQ8897 R5 Z5253</p> <p>Joaquin, Nick. 2005. Why was the Rizal hero a creole? In <i>A question of heroes</i>, 65–76. Mandaluyong City: Anvil. PS9993 J62 A16 2005</p> <p>Hau, Caroline. 2000. The fiction of a knowable community. In <i>Necessary fictions: Philippine literature and the nation, 1946–1980</i>, 48–93. Quezon City: Ateneo de Manila University Press. PS9991 H38</p> |   |  |                |
| <p>Explain the context of Rizal's various works, particularly his novels <i>Noli me tangere</i> and <i>El filibusterismo</i>.</p> <p>Demonstrate the ability to</p> | <p>El Filibusterismo</p> | <p>Lecture/Discussion</p> <p>Group Presentations</p> <p>Recitation</p> | <p>Rizal, José.. 1996. <i>El filibusterismo</i>, trans. Ma. Soledad Lacson-Locsin. Makati: Bookmark. PQ8897.R5 F43l 1996 [Read “To the Filipino People and their Government,” “To the Memory of the Priests,” and Chaps. 1–19]</p> <p>Schumacher, John. 1997. Rizal's break with del Pilar. In <i>The propaganda movement: 1880–1895; The creators of a Filipino consciousness, the makers of the revolution</i>, 260–80. Quezon City: Ateneo</p>   | <p>At least 85% of the class will be able to discuss Rizal's change in his campaign for assimilation to independence.</p> | <p>Group Presentations</p> <p>Recitation</p> | <p>5 hours</p> |

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| appreciate literary works creatively   |  |   | de Manila University Press.<br><br>Anderson, Benedict. 2008. <i>Why counting counts: A study of forms of consciousness and problems of language in Noli me tangere and El filibusterismo</i> , pp. 38–87. Quezon City: Ateneo de Manila University Press. PQ8897 R5 Z5253   |   |                            |         |
| Demonstrate the ability to appreciate literary works creatively  | The Philippines: A Century Hence and Rizal's other writings.         | Documentary reading and analysis                | Jose Rizal, The Philippines: A Century Hence. <a href="http://www.archive.org/stream/philippinescentu00riza_djvu.txt">http://www.archive.org/stream/philippinescentu00riza_djvu.txt</a>   | At least 85% of the students will be able to present clearly Rizal's contentions in his essay.  | Individual Thought Paper   | 3 hours |
| Recognize the value of differing narratives and interpretations of Rizal's life and works                  | Rizal and Popular Nationalism  | Documentary reading and analysis<br><br>Lecture | Ileto, Reynaldo. 1998. Bernardo Carpio: <i>Awit and revolution</i> . In <i>Filipinos and their revolution: Event, discourse, and historiography</i> , 2–9 only. Quezon City: Ateneo de Manila University Press. DS 678 I43<br><br>Ileto, Reynaldo. 1998. Rizal and the underside of Philippine history. In <i>Filipinos and their revolution: Event, discourse, and historiography</i> , 29–78. Quezon City: Ateneo de Manila University Press. DS 678 I43<br><br>Lahiri, Smitha. 1999. Writer, hero, myth, and spirit: The changing image of José Rizal. <i>SEAP Bulletin</i> . Fall bulletin. Southeast Asia Program, Cornell University. Online, <a href="http://seap.einaudi.cornell.edu/sites/seap.einaudi.cornell.edu/files/1999f_2.pdf">http://seap.einaudi.cornell.edu/sites/seap.einaudi.cornell.edu/files/1999f_2.pdf</a> . | At least 85% of the students will be able to understand and discuss the Rizal and the underside of Philippine history.                  | Quiz                       | 3 hours |
| Evaluate one's specific location in history and personal relationship to nation building.<br><br>Produce a | Jose Rizal and Philippine Nationalism<br><br>-Bayani and Kabayanihan | Documentary reading and analysis<br><br>Lecture | National Commission for Culture and the Arts (NCCA). 2015. Selection and proclamation of national heroes and laws honoring Filipino historical figures (1995). Online, <a href="http://ncca.gov.ph/about-culture-and-arts/culture-profile/selection-and-proclamation-of-national-heroes-and-laws-honoring-filipino-historical-figures/">http://ncca.gov.ph/about-culture-and-arts/culture-profile/selection-and-proclamation-of-national-heroes-and-laws-honoring-filipino-historical-figures/</a> .  | At least 85% of the students will be able to present the concept of Bayani and Kabayanihan and why is Rizal our foremost national hero. | Position Paper<br><br>Quiz | 4 hours |



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| creative work that conveys the significance of Rizal for the current generation |  |  | <p>Joaquin, Nick. 2005. Anatomy of the anti-hero. In <i>A question of heroes</i>, 50–64. Mandaluyong City: Anvil. PS9993 J62 A16 2005</p> <p>Anderson, Benedict. 2004. The first Filipino. In <i>Spectre of comparisons: Nationalism, Southeast Asia, and the world</i>, 227–34. Quezon City: Ateneo de Manila University Press. DS525.7 A53 2004</p> <p>De Ocampo, Esteban A. Who Made Rizal Our Foremost National Hero, and Why? Online, <a href="http://thelifeandworksofrizal.blogspot.com/2011/12/who-made-rizal-our-foremost-national.html?m=1">thelifeandworksofrizal.blogspot.com/2011/12/who-made-rizal-our-foremost-national.html?m=1</a></p> |  |  |  |
| FINAL EXAMINATION 1 hour  |  |  |   |  |  |  |

#### Course Requirements:

1. Attendance
2. Class Participation
3. Reports (Oral and Written)
4. Written Examinations (Mid – term and Finals)
5. Research Work/Museum Exposure (Local and National)

#### System of Computing Grades:

|                         |       |
|-------------------------|-------|
| Mid – term/Final Exam - | 40 %  |
| Class Standing -        | 60%   |
| TOTAL -                 | 100 % |

30% Mid-term Grade + 70% Tentative Final Grade = Final Grade

#### References:

BU-F-VPAA-04  
Effectivity: June 1, 2015

Revision: 1  
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- Aguilar, Filomeno. 2005. Tracing origins: *Ilustrado* nationalism and the racial science of migration waves. *Journal of Asian Studies*
- Aguilar, Filomeno. 1998. Elusive peasant, weak state: Sharecropping and the changing meaning of debt. In *Clash of spirits: The history of power and sugar planter hegemony on a Visayan island*. Quezon City: Ateneo de Manila University Press.
- Anderson, Benedict. 1991. Introduction. In *Imagined communities: Reflections on the origins and spread of nationalism*. Revised ed. London and New York: Verso. Pasig City: Anvil, 2003 PH edition.
- Anderson, Benedict. 2008. *Why counting counts: A study of forms of consciousness and problems of language in Noli me tangere and El filibusterismo*. Quezon City: Ateneo de Manila University Press.
- Blanco, Roberto. 2010. Pedro Peláez, leader of the Filipino clergy. *Philippine Studies* 58(1–2)
- Coates, Austin. 1969. *Rizal: Filipino Nationalist and Martyr*. Hongkong: Oxford University Press, Quezon City: Malaya Books.
- Hau, Caroline. 2000. *Necessary fictions: Philippine literature and the nation, 1946–1980*. Quezon City: Ateneo de Manila
- Ileto, Reynaldo. 1998. *Filipinos and their revolution: Event, discourse, and historiography*. Quezon City: Ateneo de Manila University Press.
- Joaquin, Nick. 2005. *A question of heroes*. Mandaluyong City: Anvil.
- Rizal, José.. 1996. *El filibusterismo*, trans. Ma. Soledad Lacson-Locsin. Makati: Bookmark
- Rizal, José. 1996. *Noli me tangere*, trans. Ma. Soledad Lacson-Locsin. Makati: Bookmark.
- Rizal, José. 1961 [1890]. *Sucesos de las Islas Filipinas por el Doctor Antonio de Morga, obra publicada en Méjico el año de 1609 nuevamente sacada a luz y anotada* (Events of the Philippine Islands by Dr. Antonio de Morga, published in Mexico in 1609 recently brought to light and annotated). Manila: José Rizal National Centennial Commission. DS674 M83 1961; ENGLISH VERSION
- Schumacher, John. 1997. *The propaganda movement: 1880–1895; The creators of a Filipino consciousness, the makers of the revolution*. Quezon City: Ateneo de Manila University Press.

### Websites

De Ocampo, Esteban A. Who Made Rizal Our Foremost National Hero, and Why? Online, [thelifeandworksofrizal.blogspot.com/2011/12/who-made-rizal-our-foremost-national.html?m=1](http://thelifeandworksofrizal.blogspot.com/2011/12/who-made-rizal-our-foremost-national.html?m=1)

Lahiri, Smitha. 1999. Writer, hero, myth, and spirit: The changing image of José Rizal. *SEAP Bulletin*. Fall bulletin. Southeast Asia Program, Cornell University. Online, [http://seap.einaudi.cornell.edu/sites/seap.einaudi.cornell.edu/files/1999f\\_2.pdf](http://seap.einaudi.cornell.edu/sites/seap.einaudi.cornell.edu/files/1999f_2.pdf).

National Commission for Culture and the Arts (NCCA). 2015. Selection and proclamation of national heroes and laws honoring Filipino historical figures (1995). Online, <http://ncca.gov.ph/about-culture-and-arts/culture-profile/selection-and-proclamationof-national-heroes-and-laws-honoring-filipino-historical-figures/>.

Rizal, Jose. The Philippines: A Century Hence. [http://www.archive.org/stream/philippinescentu00riza\\_djvu.txt](http://www.archive.org/stream/philippinescentu00riza_djvu.txt)

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Chairperson, General Education Department

Approved:

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Dean

