



ATENEIO DE MANILA
UNIVERSITY
Loyola Schools

A. COURSE INFORMATION

COURSE NUMBER	HISTO 11			NO. OF UNITS	3
COURSE TITLE	Rizal and the Emergence of the Philippine Nation				
PREREQUISITE/S	None				
DEPARTMENT/ PROGRAM	History			SCHOOL	SOSS
SCHOOL YEAR	2023-2024			SEMESTER	1 st
INSTRUCTOR/S	So, Karen F.				
VENUE / PLATFORM	Bel 208 and 209, Canvas and Zoom	SECTION	L M1 O	SCHEDULE Tuesday & Friday	11:00-12:30 12:30- 2:00 3:30- 5:00

B. COURSE DESCRIPTION

A study of Jose Rizal, his life, and his writings, particularly *Noli me tângere* and *El filibusterismo*, in the total context of the formation of the Filipino nation. Using historiographic approaches and narratives from primary and secondary sources, the course considers not only the historical movements that formed the background of Rizal's works, but also the relevance of his principles and ideals to the current Philippine situation. The course ends with a discussion of the relevance of Rizal to the Filipino revolution against Spain and the Filipinos' efforts to establish an independent democratic republic.

**WHERE IS THE COURSE SITUATED
WITHIN THE FORMATION STAGES**

IN THE FRAMEWORK OF THE LOYOLA SCHOOLS CURRICULA	
	FOUNDATIONS: Exploring and Equipping the Self
x	ROOTEDNESS: Investigating and Knowing the World
	DEEPENING: Defining the Self in the World
	LEADERSHIP: Engaging and Transforming the World

C. COURSE LEARNING OUTCOMES

By the end of this course, students should be able to:

COURSE LEARNING OUTCOMES
CLO1: Organize key events in Philippine history, the watershed moments in the life of Jose Rizal, and their importance in the development of the Philippine nation
CLO2: Critique the impact of the socioeconomic, cultural, and political transformations influenced by the Spanish conquest and colonization on the lives and cultures of early Filipinos
CLO3: Assess the roles played by Jose Rizal and different sectors of Philippine society in the reform movement, the revolts and resistance against Spain, and the Revolution of 1896
CLO4: Appraise the life and works of José Rizal (particularly <i>Noli me tángere</i> and <i>El filibusterismo</i>) in the context of the formation of the Philippine nation
CLO5: Construct well-informed arguments and conclusions based on the appraisal of historical sources and emerging patterns in historical narratives to further a sense of patriotism and civic duty
CLO6: Evaluate how international/global currents affect local socio-historical developments in the nineteenth-century Philippines and their implications for contemporary times

D. COURSE OUTLINE and SCHEDULE

Note: Dates highlighted in yellow are the synchronous sessions for the semester. Please see item 2 under Class Policies and Guidelines for further details.

Course Outline	CLOs	Breaks & Holidays	Week
Module 0: Course Introduction			Week 1
Module 1: Rizal the Historian			Week 2-4

1.1 History and Historical Writing 1.2 Pre–16th-century Philippines based on primary sources 1.3 Rizal’s annotation of Morga	CLO 2 and 5	Feb 10- Faculty Day	
Module 2: Rizal the Propagandist 2.1 Rizal in the context of the 19th-century Philippines 2.2 Secularization and the Cavite Mutiny and The Propaganda Movement	CLO 1,3,4,5,6		Week 5-6
First Exam			Week 7
1st Research Break for Conceptualization of Historiographic Paper		Week 8	
Module 3: Rizal the Novelist 3.1 <i>Noli me tángere</i> 3.2 <i>El filibusterismo</i> 4.3 The Social Relevance of Rizal’s Novels	CLO 1,3,4,5,6		Week 9-10
Article Deconstruction Presentation			Week 11
Module 4: Rizal and the Philippine Revolution 4.1 Rizal and La Liga Filipina 4.2 Rizal and the Revolution	CLO 1,3,4,5,6		Week 12-13
Second Exam			Week 14
2nd Research Break for Finalization of Historiographic Paper		Week 15	
Submission and Presentation of Final Output (Historiographic Paper)			December 5, 2023

E. ASSESSMENTS AND RUBRICS

Assessment Tasks	Assessment Weight	CLOs
Final Paper (group paper)	30	CLO 1,4,5,6
Insight Essay/Reflection Paper	10	CLO 2,5,6
Seatwork	10	CLO 1,2,3,4
Exams/Quizzes	20	CLO 1,3,4,6

Concept Map	10	CLO 1,2
Article Deconstruction	10	CLO 2,3,4,5
Attendance and Participation	10	CLO 2,3
Total	100	

Insight Essay/Reflection Paper

You will have maximum of two written outputs in this subject, the film review and the insight essay. The paper should contain 500-800 words, single-spaced in an A4 (8.27x11.69) paper with 1" margin on all sides. It should be paginated with your name, student number and section placed on top of the first page, and a header should be used on the succeeding pages to indicate name. Include proper citation and references using Chicago format. Further guidelines will be disclosed in class.

Article Deconstruction

You will be divided into four to five groups where you will work collectively in presenting a specific topic on a designated date.

1. Groups will cover works of Rizal and literature about Rizal.
2. Output should focus on the arguments and discourses.
3. Creativity is among the criteria in grading this work.
4. Each member will be evaluated by their groupmates based on his/her contribution and effort.
5. Output will be graded according to: Historical data: 40%, Clarity and Synthesis of Ideas- 40%, Creativity: 20%.

Final Paper

The final paper will be a group paper which will include recorded presentation, and final paper. This is a Historiographic paper that will focus on any topic from the Modules above. It must contain an introduction, discussion and conclusion that revolve around your research question.

1. The paper should contain 3000-4000 words.
2. Arial 12, 1" margins in an A4 paper.
3. It should include at least 5 primary sources and 5 secondary sources references (books, published articles etc.)
4. In class paper presentation on **December 5 2023**
5. Submit your paper LMS on **December 5, 2023.**

Final Paper Rubric:

Criteria		Points
Application of Concepts and Methods in writing the essay.	<p>Essay must have logical sequence and supports a coherent and convincing argument.</p> <p>Must have substantial historical knowledge to support or challenge sources or relevant arguments.</p>	10

Content and Topic Selection.	Sound judgement in choosing and crafting TOPIC AND RESEARCH QUESTION	5
Sources and Data	Application of primary and secondary sources to support ideas and arguments	5
Technical Merits of the Paper.	<p>Proper Grammar, Punctuation, Citation and Compliance with the format</p> <p>Format: Paper size- A4</p> <p>Word count: 3000-4000</p> <p>Font: Arial 12</p> <p>Margin: 1" margin all sides</p> <p>Citation: Chicago</p>	5
Media Presentation	Cohesive, and well- crafted presentation of paper.	5
TOTAL SCORE		30

G. TEACHING and LEARNING METHODS

TEACHING & LEARNING METHODS and ACTIVITIES	CLOs
Discussion forum (think-pair-share) on various topics per module	CLO 1,2,3,4
Concept Mapping on concept of a Bayani and Nationalism	CLO 1,2
Article Deconstruction of the other written works of Rizal	CLO 2,3,4,5
Synchronous lecture/discussion and Pre-recorded lecture on topics listed above	CLO 1,2, 3,4,5,6
Film Review/Analysis/Insight Essay (Bayaning 3 rd World and Ang Buhay ng Isang Bayani)	CLO 2,5,6
Self-directed learning (asynchronous)	CLO 1, 2, 3,4,5,6

H. REQUIRED READINGS

1. Agoncillo, Teodoro. *"Chapter 7" History of the Filipino People*. Garotech Publishing, 1987.
2. Agoncillo, Teodoro. *"Imagination in History"*. Kasaysayan. vol. no. 2 (2001): 1-10.
Arcilla, Jose S., S.J. *"The Spanish Arrival"*. Kasaysayan. Volume 3: *The Spanish Conquest*. HK: Asia Publishing Company Limited, 1998. Chapter 1: pp. 7-33.
3. Carr, E.H. *"The Historian and His Facts."* *What is History?* Cambridge: University of Cambridge Press, 1961. pp. 7-30.
4. Cortes, Rosario Mendoza, Boncan, Celestina Puyat, and Jose, Ricardo Trota. *"The Shaping of Philippine Colonial Society"*, and *"The Muslim resistance to Spanish colonialism"*, *The Filipino Saga: History as Social Change*. QC: New Day, 2000. pp. 29-57 AND 58-71.
5. De la Costa, Horacio. *"Nascent Philippine Nationalism"*, ed. Roberto Paterno, *Selected Readings in Philippine Colonial History*. Manila: Kadena Press Foundation, 2002, pp. 334-352
6. Fast, Jonathan and Richardson, Jim. Chapter 9 *"The Katipuneros: Revolutionary Leadership in City and Province"*. Chapter 10 *"Katipunan Ideology: A Product of the times"*. Chapter 11 *"Revolution and the dilemma of the Rich"*. Chapter 12 *"Revolution and the dilemma of the Poor"*. In *Roots of Dependency*. Quezon City: Foundation for Nationalist Studies, 1979.
7. Joaquin, Nick. *"Culture and History."* In *Culture and History*. Metro Manila: Solar Publishing, 1989. pp 241-253.
8. Jocano, Felipe Landa. *"Introduction"*. *The Philippines at the Spanish Contact*. Manila: MCS Enterprises, 1975.

9. Excerpts from Antonio Pigafetta, Miguel Lopez de Loarca, Juan de Plasencia, Francisco Colin and the Boxer's Codex in Jocano, Felipe Landa. *The Philippines at the Spanish Contact*. Manila: MCS Enterprises, 1975.
10. Mojares, Resil B. "The Rise of an Intelligentsia." *The Brains of a Nation: Pedro Paterno, T.H. de Tavera, Isabelo de los Reyes and the Production of Modern Knowledge*, 441-66. Quezon City: ADMU Press, 2006. pp. 441-466
11. Ocampo, Ambeth. "Rizal's Morga and Views of Philippine History." *Philippine Studies*. Vol. 46 #2, pp. 184-214.
12. Rizal, Jose. "Noli me Tangere" and "El Filibusterismo"
13. Rizal, Jose. "Preface", *Sucesos de las Islas Filipinas*
14. Schumacher, John. "The Historians Task in the Philippines". *The Making of A Nation*. Manila: Ateneo de Manila University Press, 1991. pp. 7-15
15. Schumacher, John. "Rizal in the Context of 19th Century Philippines". *The Making of a Nation*. Manila: Ateneo de Manila University Press, 1991. pp.16-34.
16. Schumacher, John, SJ. 1997. *The "Noli me tângere," 1887. The Propaganda Movement: 1880-1895*. Quezon City: ADMU Press, 1997. pp. 83-104
Richardson, Jim "Appendix B: Revolution or Religious Experience" in *The Light of Liberty*
17. Schumacher, John. "Noli as Catalyst of Revolution". *The Making of a Nation*, Manila: Ateneo de Manila University Press, 1991. pp. 91-101
18. Wolters, Oliver. "Man of Prowess" *History, Culture and Religion in Southeast Asian Perspectives*. Singapore: Institute for Asian Studies, 1982. p. 5-7

I. SUGGESTED READINGS

1. Celarent, Barbara, 2015. *The Noli Me Tangere and El Filibusterismo*. *American Journal of Sociology* Vol. 121(1): 345-352
2. Constantino, Renato. "Veneration Without Understanding." *Dissent and Counter Consciousness*. Quezon City: Renato Constantino, 1970. pp. 125-147
3. Ileto, Reynaldo. "Tradition & Revolt: The Katipunan" in *Pasyon and Revolution*.
4. Laurel, Jose B. Jr. "The Trials of the Rizal Bill" *Historical Bulletin*. Volume 4, No. 2. 1960, pp. 28-34.
5. Postma, Antoon. 1992. "The Laguna Copper Plate Inscription: Text and Commentary", *Philippine Studies* vol. 40, no. 2 (1992). Quezon City: Ateneo de Manila University. pp. 183–203.

J. GRADING SYSTEM

LETTER GRADE	GRADE EQUIVALENT	DESCRIPTION
A	96-100	Excellent
B+	93-95	Very Good
B	88-92	Good
C+	84-87	Fair
C	80-83	Satisfactory
D	70-79	Passing
F	0	Failure
WP*	0	Withdrawn with Permission

K. CLASS POLICIES and GUIDELINES

1. **GENERAL REGULATIONS and CODE OF CONDUCT.** Students are expected to follow the rules as indicated in the *Undergraduate Student Handbook, Revised 2018 Edition* and abide by the *Code of Academic Integrity*.

Refer to the links below.

- <http://aisisonline.ateneo.edu/cmsadmin/aisispost.php?ID=372&postdate=2018-10-01>
- <http://aisisonline.ateneo.edu/cmsadmin/aisispost.php?ID=214&postdate=2012-06-21>
- <http://aisisonline.ateneo.edu/cmsadmin/aisispost.php?ID=372&postdate=2018-10-017>
- CODE OF DECORUM & ADMINISTRATIVE RULES ON SEXUAL HARASSMENT, OTHER FORMS OF SEXUAL MISCONDUCT, & INAPPROPRIATE BEHAVIOR.
 - <http://www.ateneo.edu/codeofdecorum>

Students are to behave respectfully and responsibly towards all members of the online class. A warning will be issued to a student who is disruptive and/or disrespectful. Students who incur three warnings will be reported to the Discipline Committee for appropriate action.

2. **COURSE DELIVERY.** This course is a **hybrid course which includes classes done both online via a Learning Management System/LMS and onsite at Room K304**. Students are responsible for checking the LMS regularly for announcements, assignments, and other class-related information.

The LMS for this course is **Canvas** (<https://canvas.instructure.com>) for which you will need to sign up and create a free account using your Ateneo email. The video conferencing platform that will be used is **Zoom**, which is automatically available to you via your Ateneo email (@obf.ateneo.edu).

- a. **FIRST CLASS SESSION.** Our first meeting is on January 16, 2023, Tuesday at our designated classroom. I expect everyone to be in attendance during the course orientation.
- b. **PERMANENT ZOOM LINK.** Here is our permanent zoom link for our online meetings:

Histo 11 <https://zoom.us/j/99469842465?pwd=d1NQJ3dKUWpnUHNUL1d3V01UQXdsZz09>

Meeting ID: 994 6984 2465

Passcode: 939351

Histo 11 M1

<https://zoom.us/j/95793524616?pwd=cXQxaHVVUXJieDJ5eU02TFJRS3oxdz09>

Meeting ID: 957 9352 4616

Passcode: 953864

Histo 11 O

<https://zoom.us/j/91330488789?pwd=d0ZHNlpuVXNySm1KaUNMeDZVQTFyUT09>

Meeting ID: 913 3048 8789

Passcode: 560737

3. **COMMUNICATION.** All class communications will be coursed through the class Learning Management System/LMS (i.e. Canvas) and by email (official Ateneo email: @obf.ateneo.edu). Students are to behave responsibly in the use of communication and information technology. University regulations on data privacy should be observed.
3. **ATTENDANCE.** Attendance will be checked regularly.
4. **SUBMISSIONS.** The submission and presentation of output for all assigned assessment tasks/activities will be done online. Submission deadlines will follow Philippine Standard Time (PHT). **Due on December 5, 2023**
5. **CHEATING AND PLAGIARISM.** All forms of cheating (including plagiarism) are strictly prohibited. A student caught cheating in the online exercises will be penalized with grade deductions. A student who commits plagiarism in an assigned output will be issued a warning. Should this behavior persist, the students will receive a failing mark (zero points) for the requirement and will be sanctioned in accordance with university regulations.
6. **CITATION OF SOURCES.** Students must cite sources used in papers and presentations. "Forgetting" to cite texts and images is considered an act of plagiarism. For more information on how to properly cite texts and other materials (using the Chicago Manual of Style format), see <https://owl.english.purdue.edu/owl/resource/717/01/>. Please consider using Zotero (<http://www.zotero.org>) or (<http://bib.me>) in producing your citations for class requirements.
7. **FINAL GRADE.** The grade reflected in the LMS is not the official grade for the class. The students' official final grades will be posted on AISIS.
8. **ADDITIONAL INSTRUCTIONS.** Additional instructions and clarifications will be provided as the course progresses.

L. CONSULTATION HOURS

NAME OF FACULTY	EMAIL	DAY/S	TIME
Karen F. So	kso@ateneo.edu	Friday	2:30PM

M. ADDITIONAL NOTES

None

Core Curriculum Learning Outcomes (CCLOs)

LEGEND:	
CCLO 1	Demonstrate effective communication skills (listening and speaking, reading and writing) in English and Filipino.
CCLO 2	Evaluate information and issues in various spheres of life using mathematical reasoning and statistical tools to process and manage data.
CCLO 3	Propose ways to address pressing social and ecological problems using appropriate critical approaches and scientific thinking
CCLO 4	Develop a creative and moral imagination that is responsive to contemporary global realities and challenges, but also deeply rooted in local histories, conditions, norms, and institutions.
CCLO 5	Internalize the significance and value of her/ his unique existence and purpose in life in light of Christian faith.
CCLO 6	Discern life choices with a keen awareness of ethical dilemmas and considerations.
CCLO 7	Exemplify a commitment to enhancing human life and dignity, especially those who are excluded and in greatest need.
CCLO 8	Practice a vision of leadership and committed citizenship rooted in Christian humanism.