

**History 165**  
**Rizal and the Emergence of the Philippine Nation**

Instructor: **Neville Jay Manaois\***  
Semester: **1<sup>st</sup> Sem S.Y. 2015-2016**  
Credit: **3**  
Time: **MWF (9:30-10:30)/(10:30-11:30)/(12:30-1:30)/(1:30-2:30)**

### **Course Description**

This course examines the background of the formation of the Philippine nation. It begins with a discussion of Philippine indigenous societies in the 16<sup>th</sup> century, the Spanish conquest and colonization, the continuing resistance to colonial rule amidst the emergence of a colonial society, and the socio-economic transformations of the 18<sup>th</sup> and 19<sup>th</sup> centuries. The course focuses primarily on the rise of Philippine Nationalism in the 19<sup>th</sup> century and the particular contribution of Jose Rizal to the nationalist movement. The course ends with a discussion of the revolution against Spain until the Truce of Biak na Bato.

### **Course Objectives**

1. To recognize the value, wealth and complexity of prehispanic Philippine culture and the active role played by the indigenous Filipino population in shaping of Philippine History.
2. To assess the Spanish colonial period and the assimilation of colonial structures and influences to form a uniquely Filipino colonial society and ethos.
3. To appraise the role of the life and works of Dr. Jose Rizal in the evolution of the Philippine nation.
4. To critic and interpret the novels and essays of Rizal based on nationalist and other historiographic perspectives.
5. To integrate the various structures that defined the historical, social, political, and global contexts shaping the life and works of Rizal.
6. To connect the Philippines and its historical experiences to global and international currents and realities.

### **Course Outline**

- I. Introduction
  - History defined
  - A Conceptual Framework for the Study of Philippine History
- II. The Philippines: Geology, People and History
  - The diverse and ever-changing landscape
  - The development of the first communities
  - Early Customs and Cultural Practices

- Themes in Philippine History
- III. The Colonial Rule
  - The Spanish colonial administration
  - The development of new political, social, economic and religious structures
  - Impact of Spanish Rule
  - Themes in Philippine history (16<sup>th</sup> to 19<sup>th</sup> Century)
- IV. Discontent and Revolution
  - Decline of the Spanish colonial administration
  - Revolts and uprisings
  - Political, social and structural changes
  - The road to nation building
  - Themes in Philippine History(1850-1896)
- V. The life of Dr. Jose Rizal
  - Family, relatives and childhood years
  - Early schooling and university life
  - Articles, poems, letters
  - Travels abroad
  - Propaganda movement
  - Noli Me Tangere and El Filibusterismo
  - Final years and execution
- VI. Conclusion

### Required Readings

A collection of required reading materials will be given to the students to be photocopied. This compilation will supplement the lectures and discussions in class. Furthermore the tutor would provide other articles to facilitate the discussion and broaden the knowledge of the students

### Suggested Readings

In order to facilitate your understanding of the different topics you are also encouraged to use other sources of information such as books, encyclopedias, magazines, internet articles, etc.

### Course Requirements

Exams (3 exams)	60%	<b>Grading System</b> 92 – 100 = A      70 – 74 = D 87 – 91 = B+      69 – down = F 83 – 86 = B 79 – 82 = C+ 75 – 78 = C	
Final Exam	10%		
Group Presentations	15%		
Group Reports	<u>15%</u>		
	<b>100%</b>		

## **Classroom Policies**

1. Each student must submit a 3x5 index card (white) with his/her names, courses, contact numbers, email address(if any), 1x1 ID (color or b/w picture) by the second class meeting. Any student who fails to submit an index card shall be marked absent until s/he complies.
2. I check attendance after the first ten minutes of class, and anyone showing up after that is automatically absent. Students should be responsible for keeping track of their absence.
3. As a courtesy to the entire class, smoking and eating inside the classroom shall be strictly prohibited. All electronic devices must be shut down or set to silent.

## **Core Readings**

### **I. Introduction**

- Readings: "Introduction" in Tan, Samuel. A History of the Philippines. Manila Studies Association, Inc: Quezon City, 1979, pp. 1-16

### **II. The Philippines: Geology, People and History**

- Readings: Selected chapters in Landa F. Jocano. The Philippines At The Spanish Contact. Manila: MCS Enterprise, Inc. 1975.

### **III. The Philippines under Colonial Rule**

- Readings: "The Spanish" in Phelan, John Leddy. Hispanization of the Philippines: Spanish Aims and Filipino Responses, 1565-1700. Madison: University of Wisconsin Press, 1959, pp. 3-13.
- Readings: "Political Hispanization" in Phelan, John Leddy. Hispanization of the Philippines: Spanish Aims and Filipino Responses, 1565-1700. Madison: University of Wisconsin Press, 1959, pp. 121-135.
- Readings: "The Colonial Landscape" in Constantino, Renato. The Philippines: A Past Revisited. Quezon City: Foundation for Nationalist Studies, 1978, pp. 55-66.

### **IV. Discontent and Revolution**

- Readings: "Progress and Protest" in Constantino, Renato. The Philippines: A Past Revisited. Quezon City: Foundation for Nationalist Studies, 1978, pp. 133-150.
- Readings: "Revolution and Nationhood" in Constantino, Renato. The Philippines: A Past Revisited. Quezon City: Foundation for Nationalist Studies, 1978, pp. 150-173.
- Readings: "Revolution and Compromise" in Constantino, Renato. The Philippines: A Past Revisited. Quezon City: Foundation for Nationalist Studies, 1978, pp. 173-180.
- Readings: "Veneration Without Understanding" in Constantino, Renato. Dissent and Counter Consciousness. Quezon City: Renato Constantino 1996. pp. 125-147.
- Readings: "Journalism and Politics" in Schumacher, John N. The Propaganda Movement 1880-1895. Quezon City: Ateneo De Manila. 1997. pp. 40-59.

- Readings: “Marcelo H. Del Pilar and Nationalist Activity in the Philippines, 1887-1888.” in Schumacher, John N. The Propaganda Movement 1880-1895. Quezon City: Ateneo De Manila. 1997. pp. 105-128.
- Readings: Rizal, Jose. Noli Me Tangere. Trans. Ma. Soledad Locsin. Ed. Raul L. Locsin. Makati: Bookmark Inc.1991.
- Readings: \_\_\_\_\_. El Filibusterismo. Trans. Ma. Soledad Locsin. Ed. Raul L. Locsin. Makati: Bookmark Inc.1991.
- Readings: Guerrero, Leon Ma. The First Filipino. Manila: Insular Printing Corporation. 1998.
- Various works of Jose Rizal (letters, poems, speeches and notes)
  - Letters to the Propaganda Movement members, letters to his family, correspondence with Ferdinand Blumentritt
  - Speeches and poems in the Propaganda Movement

### **Students’ Guide**

- a. The three written exam is one way by which the teacher can gauge if the students understand the lessons in class. It helps the tutor determine what lessons or concepts were not clear or completely understood by the class. Furthermore, it helps the students know the areas where they need to improve or develop.
- b. Group and individual presentations put into practice what the students learned from the lessons discussed. It creates the necessary atmosphere so the students can share their ideas and discuss key issues and critical concepts.
- c. Recitation in class encourage students to share their ideas in a learning and supportive atmosphere. Recitation does not only build confidence but it allows the teacher to know what the students are thinking in real time about a particular topic or information.
- d. If you are not presenting or conducting the discussion, you are still required to work and to participate. It is essential that you read any required reading before the reports begins and that you are prepared to both answer and ask questions about the reading. Always ask as many questions as you can, even if you think they are naïve.
- e. Many people feel nervous when speaking in front of others. Reporting offers a friendly and supportive forum within which to develop the confidence needed to speak in public. Remember also that your co-students will be sympathetic to you, as they also have to make presentations.
- f. History is a subject that requires much reading and the student is expected to have read the required readings before coming to class.

#### **\*Contact Details**

Consultations Hours, MWF (8:30-9:30)/(11:30-12:00) and other times by appointment

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