



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
Isulan, Sultan Kudarat
College of Industrial Technology
S.Y. 2024-2025



GE 707

READINGS IN PHILIPPINE HISTORY

Syllabus

2ND Semester
A.Y 2024 – 2025



GE 707 – READINGS IN PHILIPPINE HISTORY

UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other related field of study. It shall undertake research and extension services, and provide progressive leadership in its area of specialization.

UNIVERSITY GOAL

To produce graduates with excellence and dignity in arts, science and technology.

UNIVERSITY OBJECTIVES

- a. Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services;
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region;
- c. Strengthen local and international collaborations and partnerships for borderless programs;
- d. Develop a research culture among faculty and students;
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards;
- f. Promote research-based information and technologies for sustainable development;
- g. Enhance resource generation and mobilization to sustain financial viability of the university.

Program Objectives and its Relationship to university Objectives:

PROGRAM OBJECTIVE (PO)	a	b	c	d	e	f	g
A graduate of Bachelor in Elementary Education (BEED) can:							
a. provide strong foundation of basic education across the different learning areas in grade school;		/	/				/
b. innovate teaching strategies responsive to the needs of diverse learners through experiential learning;	/		/		/	/	/
c. produce instructional materials suited to the learners capabilities;	/		/		/	/	/
d. create a child-friendly environment that would foster a sense of self-worth and security; and	/						
e. respond appropriately to the cultural diversity of the pupils for the greater and effective learning development imbued with the university core values.			/				

- 1. Course Code:** GE 707
2. Course Title: Readings in Philippine History
3. Pre-requisite: None
4. Credits: 3 units

5. Course Description:

This course analyses Philippine history from multiple perspectives through the lens of selected primary sources coming from various disciplines and of different genres. Students are given opportunities to analyse author's background and main arguments, compare different point of view, identify bias and examine the evidences presented in the document. The discussions will tackle traditional topics in history and other interdisciplinary themes that will deepen and broaden their understanding of Philippine political, economic, cultural, social, scientific and religious history. The end goal is to develop the historical and critical consciousness of the students.

Course Learning Outcomes and Relationships to Program Educational Objectives

Course Learning Outcomes	Program Objectives				
	a	b	c	d	e
At the end of the semester, the students can:			/	/	
a) inculcate the SKSU VMGO, classroom policies, course overview, course requirements, grading system					
a) Evaluate primary sources for their credibility, authenticity, and provenance;	/		/		
b) Analyse the context, content, and perspective of different kinds of primary sources;		/	/	/	/
c) Determine the contribution of different kinds of primary sources in understanding Philippine history;	/	/	/		/
d) Develop critical and analytical skills with exposure to primary sources;		/	/		/
e) Demonstrate the ability to use primary sources to argue in favour or against a particular issue;	/	/			
f) Effectively communicate, using various techniques and genres, their historical analysis of a particular event or issue that could help others understand the chosen topics.	/	/			
g) Propose recommendations/solutions to present-day problem based on their understanding of root causes and their anticipation of future scenarios;		/			
h) Display ability to work in a team and contribute to a group project;			/	/	
i) Manifest interest in local history and concern in promoting and preserving our country's national patrimony and cultural heritage.	/		/		/

7. Course Content

Course Objectives, Topics, Time Allotment	Desired Student Learning Outcomes	Outcome-Based Assessment (OBA) Activities	Evidence of Outcomes	Course Objectives	Program Outcome	Value Integration
TOPIC 1: SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System (2Hours)						
1. Explain the VMGO of the university, classroom policies, scope of the course, course requirements and Grading System.	1.1. Students can be aware of and appreciate the University's VMGO, Classroom Policies, Course Overview, requirements and grading system.	Individual Participation in class discussion	Rubric score cards of class participation accomplished by the instructor	H	d	Value of appreciation and acceptance
Chapter 1 : Introduction to Philippine History (6 Hours)						
Lesson 1 1. The Meaning of History 2. The limitation of historical data 3. Historical Method and Historiography	The students can: a. Define History as the academic discipline. b. Differentiate Factual History and Speculative History. c. Discuss the limitation of historical data d. Differentiate historical method and historiography.	Lecture Library, Museum, barangay/municipal archives visitation Comparative analysis of primary and secondary sources Barangay profiling	Produced examples of primary sources and corresponding secondary sources derived from them (Scored using rubrics)	a	E	Value of being resourceful, meticulous, and critical thinker
Lesson 2	The students can: a. Discuss the meaning of Historical Data. b. Identify the different written and unwritten sources of History. c. Differentiate primary sources from secondary sources.	Tracing the Family History Video Presentation				

The students can:

- Explain the meaning of Historical Criticism
- Discuss the Importance of Historical Criticism
- Analyze the authenticity of the text.

Topic 3: CONTENT AND CONTEXTUAL ANALYSIS OF SELECTED PRIMARY SOURCES (12 Hours)

1. Recount the story of the primary documents in different historical periods of the Philippines.	a. Identify the primary reason of the author in writing the document. b. Explain the main theme of the document. c. Evaluate the impact of the document in the understanding of the 16 th century and their culture in the islands.	Small group discussion Presentation Film Analysis	Graded group presentation Quizzes Critical Essays Role Playing Rubrics	b,c,d	b,c	Value of empathy, interconnectedness, patriotism, teamwork, and appreciation
2. To learn history through primary sources.						
3. To properly interpret primary sources through examining the content and context of the document.						

4. To understand the context behind each selected document.

Topic 4: "One Past but many Histories". (11 Hours)

4.1 Explain Controversies and conflicting views in Philippine History

- a. Site of the First Mass
- b. Cavite Mutiny
- c. Retraction of Rizal
- a. Cry of Balintawak

Making Sense of the Past: Historical Interpretation

4.1 Students can demonstrate the ability to formulate arguments in favour or against a particular issue using primary sources

Lecture/Discussion
Document Analysis
Group Discussion
Debate, round table discussion or symposium

Debate a particular issue in Philippine History
Reaction/reflection paper on a sponsored activity
Rubrics

e,f

a,d

Value of patience, nationalism, open-mindedness, and respect

Multiperspectivity						
Topic 5: Economic, social, political and spiritual issues in Philippine History (12 Hours)						
5 Elucidate the agrarian reform Policies, the different Philippine constitutions and taxation	<p>5.1 The students can effectively communicate using various techniques and genres, historical analysis of a particular event or issue that could help others understand the chosen topics</p> <p>5.2 The students can propose recommendations/solutions to present-day problem based on their understanding of root causes and their anticipation of future scenarios;</p> <p>5.3 The students can display ability to work in a team and contribute to a group project</p>	Documentary Film showing	<p>Research output may be in form of term paper, exhibit, documentary presentation, diorama , webpage and other genres</p> <p>Rubrics</p>	f,g,h	c	Value of honesty, obedience, fairness, accountability, transparency, responsibility, curiosity and able to find solutions to the problems of society
Topic 6: Preservation of Local and Oral History (9 Hours)						
6.1 Critically evaluate and promote local and oral history, museums, historical shrines, cultural performances, indigenous practices, religious rites and rituals.	<p>6.1 The students can manifest interest in local history and show concern in promoting and preserving the country's historical and cultural heritage</p>	<p>Lecture/Discussion</p> <p>Conduct oral interview</p> <p>Groupings according to Ethnic Identity</p> <p>Visit local museum if there is any</p>	<p>Reaction Paper</p> <p>Transcript of oral interview.</p> <p>Video Compilation</p> <p>Rubrics</p>	i	b,d	Value of patriotism, appreciation and culture sensitivity

8. Course Evaluation

Course Requirements	The following are the course requirements: <ol style="list-style-type: none">1. Reflection Papers2. Visitation of Local/National Museum/Library and Historical Sites (if there is any)3. Compilation of local oral and written history																												
Course Policies	All students must adhere to the given guidelines: <ol style="list-style-type: none">1. act respectfully, responsibly and with maturity;2. arrive each day on time and be ready for instruction;3. put cell phones on silent mode and must be kept inside the bags;4. contribute to an orderly learning environment;5. must not hesitate to consult the professor when there are important concerns;6. establish good rapport with professors;7. maintain silence during oral reports/presentations																												
Grading System	<table><thead><tr><th colspan="2">MIDTERM</th><th colspan="2">FINAL</th></tr></thead><tbody><tr><td>Exam</td><td>50%</td><td>Exam</td><td>50%</td></tr><tr><td>Quizzes</td><td>15%</td><td>Quizzes</td><td>15%</td></tr><tr><td>Assignments</td><td>10%</td><td>Assignments</td><td>10%</td></tr><tr><td>Individual/Group Activities</td><td>15%</td><td>Individual/Group Activities</td><td>15%</td></tr><tr><td>Attendance/Class Participation</td><td>10%</td><td>Attendance/Class Participation</td><td>10%</td></tr><tr><td>TOTAL</td><td>100%</td><td>TOTAL</td><td>100%</td></tr></tbody></table>	MIDTERM		FINAL		Exam	50%	Exam	50%	Quizzes	15%	Quizzes	15%	Assignments	10%	Assignments	10%	Individual/Group Activities	15%	Individual/Group Activities	15%	Attendance/Class Participation	10%	Attendance/Class Participation	10%	TOTAL	100%	TOTAL	100%
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REFERENCES:

Required Readings (Primary Sources)

- Aguinaldo, Emilio. (1964). *Mga gunita ng Himagsikan*. Manila: C.A. Suntay
Alvarez, Santiago. (1998). *Katipunan and the Revolution: Memoirs of a General*. Quezon City: Ateneo de Manila University Press.
Blount, James. (1968). *The American Occupation of the Philippines, 1898-1912*. Quezon City: Malaya Books Inc.
National Historical Institute. (1997). *Documents of the 1898 Declaration of the Philippine Independence, The Malolos Constitution and the First Philippine Republic*. Manila: National Historical Institute
Pigafetta, Antonio (1969). *First Voyage Around the World*. Manila: Filipina Book Guild

Textbooks:

- Agoncillo, Teodoro. (2012). *History of the Filipino People. 8th Edition*. Quezon City: University of the Philippines
Alporha, V.C. & Candelaria, JL.P. (2018). *Readings in the Philippine History*. Rex Bookstore. Manila Philippines
Calilung, Froilan Cruz. Kamalayan: Kultura't Kasaysayan: A College textbook in the Philippine History
Constantino, Renato. (1975). *The Philippines: A Past Revisited*. Quezon City: Renato Constantino
Zaide, Gregorio. Readings in Philippine History

Supplements:

- Karnow, Stanley. (1989) *In our Image: America's Empire in the Philippines*. New York: Random House
Querol, Mariano. (1974). *A Nation in the Making: The Philippines and the United States*

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