



GEC 007 – 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 fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

UNIVERSITY STRATEGIC GOALS

- a. Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- b. Observe strict implementation of the laws as well as the policies and regulations of the University
- c. Acquire with urgency state-of-the-art resources for its service areas
- d. Bolster the relationship of the University with its local and international customers and partners
- e. Leverage the qualifications and competences in personnel action and staffing
- f. Evaluate the efficiency and responsiveness of the University systems and processes

INSTITUTIONAL OUTCOMES (IO)

- 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 OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES

A graduate of Sultan Kudarat State University can:	INSTITUTIONAL OUTCOMES (IO)						
	a	b	c	d	e	f	g
a. discuss the current developments and advancements in the specific field of practice;	✓	✓			✓		
b. demonstrate independently the 21 st century competencies and skills;	✓	✓					
c. work collaboratively in multi-disciplinary and multi-cultural groups;	✓	✓	✓				
d. exhibit professional, social and ethical accountability;	✓	✓		✓			
e. preserve Filipino historical and cultural heritage;	✓	✓			✓		
f. generate new knowledge through data-driven research and development projects; and				✓	✓	✓	

g. participate actively in the national, regional and local development plans.	✓	✓						✓
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1 COURSE CODE GEC 007
2 COURSE TITLE Readings in Philippine History
3 PREREQUISITE None
4 CREDITS 3 units

5 COURSE DESCRIPTION

The course analyzes 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 analyze the author's background and main arguments, compare different points of view, identify biases 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. Priority is given to primary materials that could help students develop their analytical and communication skills. The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broad minded, morally upright and responsible citizens.

6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

Course Learning Outcomes (CLO)		Program Outcomes						
At the end of the course, a student can:		a	b	c	d	e	f	g
a. Evaluate primary sources for their credibility, authenticity, and provenance		✓	✓		✓		✓	
b. Analyze 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 favor or against a particular issue			✓	✓			✓	
f. Display the ability to work in a team and contribute to a group project			✓	✓	✓			
g. Manifest interest in local history and concern in promoting and preserving our country's national patrimony and cultural heritage					✓		✓	

7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES(ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOMES (CLOs)
1	Course Orientation <i>SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System</i>	By the end of this lesson, students should be able to: a. discuss the University's VMGO, classroom policies, course overview, requirements and grading system	Discuss the VMGO of the University, the classroom policies, scope of the course, course requirements and grading system		
2	Chapter 1: Introduction to History: Definition, Issues, Sources, and Methodology a. Definition and Subject Matter	By the end of this lesson, students should be able to: a. Define history and describe its subject matter as a field of academic and critical inquiry. b. Identify and discuss key issues, debates,	a. Lecture & Discussion b. Case Study Analysis c. Source Examination	a. Short Quiz b. Reflection Paper c. Exit Pass: 30 second oral response of key insights learned about historical sources.	a, b, d

	b. Questions and Issues in History c. History and Historian d. Historical Sources	and questions within the study of history. c. Analyze the role of historians in interpreting the past and shaping historical narratives. d. Classify primary and secondary historical sources and evaluate their relevance and reliability in reconstructing the past.			
3	Chapter 2: Content and Contextual Analysis of Selected Primary Sources in Philippine History a. A brief summary of the first voyage around the world by Magellan by Antonio Pigafetta	By the end of this lesson, students should be able to: a. Summarize the key events and themes in Antonio Pigafetta's account of Magellan's first voyage around the world. b. Identify historical, cultural, and geographical insights from the text. c. Analyze Pigafetta's perspective, biases, and intentions as a chronicler. d. Evaluate the impact of Magellan's expedition on global exploration and Philippine history.	a. Timeline Activity b. Discussion and Lecture c. Guided Reading d. Compilation of works with critical analysis for project	a. Short Quiz b. Reflection essay	b, c, d, e
3	b. Analysis of the brief summary of the first voyage around the world by Magellan by Antonio Pigafetta	By the end of this lesson, students should be able to: a. Summarize the key events and themes in Antonio Pigafetta's account of Magellan's first voyage around the world. b. Identify historical, cultural, and geographical insights from the text. c. Analyze Pigafetta's perspective, biases, and intentions as a chronicler. d. Evaluate the impact of Magellan's expedition on global exploration and Philippine history.	a. Timeline activity b. Guided Reading c. Compilation of works with critical analysis for project	a. Long Quiz b. Narrative Analysis	b, c, d, e
4	The KKK and the “Kartilya ng Katipunan” a. Analysis if the “Kartilya ng Katipunan”	By the end of this lesson, students should be able to: a. Interpret the core values and teachings found in the <i>Kartilya ng Katipunan</i> . b. Analyze how the <i>Kartilya</i> reflects the moral, political, and social ideals of the Katipunan movement.	a. Lecture and discussion b. Guided reading c. Oral Philosophical reflection d. Compilation of works with critical analysis for project	Written Work: Short Quiz Oral Recitation	b, c, d, e

		<ul style="list-style-type: none"> c. Connect the principles of the <i>Kartilya</i> to present-day Filipino citizenship, nationalism, and civic duty. d. Produce a creative or written output that expresses a modern interpretation or application of the <i>Kartilya</i>'s principles. 			
5	<p>Philippine Independence and Reading the “Proclamation of the Philippine Independence”</p> <p>a. Analysis of the "proclamation of the Philippine Independence"</p>	<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> a. Interpret the historical meaning and intention of the 1898 Proclamation of Philippine Independence. b. Analyze the content and language of the proclamation and relate it to the socio-political situation of the time. c. Identify the key figures, events, and symbolic elements associated with the declaration. d. Express personal reflections or insights on the relevance of independence and patriotism in today's context. 	<ul style="list-style-type: none"> a. Lecture and discussion b. Guided reading c. Oral Philosophical reflection d. Compilation of works with critical analysis for project 	<ul style="list-style-type: none"> a. Quiz b. Exit Pass: 30 second oral response of key insights learned about historical sources. 	b, d, e
6	<p>A glance at selected Philippine political Caricature in Alfred McCoy's Philippine Cartoons: Political caricature of the American era (1900-1941)</p> <p>a. Analysis of the Political Caricatures during the American Period</p> <p>Revisiting Corazon Aquino's Speech before the U.S Congress</p> <p>a. Analysis of Cory Aquino's speech</p>	<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> a. Describe the historical contexts of both the American colonization and post-EDSA revolutionary government. b. Analyze the messages and techniques used in political caricatures and speeches to influence public opinion. c. Interpret how both visual satire and oratory were used to express resistance, appeal for justice, and promote nationalism. d. Evaluate the impact of political media (visual and verbal) on society, leadership perception, and foreign relations. e. Create an artistic output demonstrating their understanding of political expression in historical settings. 	<ul style="list-style-type: none"> a. Lecture and discussion b. Cartoon Analysis c. Caricature Poster d. Compilation of works with critical analysis for project 	<ul style="list-style-type: none"> a. Creative output b. Short written quiz 	b, c, d, e

7	<p>Controversies and conflicting views in Philippine history</p> <ul style="list-style-type: none"> a. Making sense of the past: Historical Interpretation and Multiperspectivity b. Case Study 1: Site of the First Mass 	<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> a. Define the concepts of historical interpretation and multiperspectivity. b. Explain the importance of considering multiple viewpoints in understanding historical events. c. Analyze the competing claims regarding the site of the first mass in the Philippines using primary and secondary sources. d. Evaluate how differing interpretations shape our understanding of Philippine history. e. Formulate a well-supported position on the First Mass controversy by integrating evidence from both perspectives. 	<ul style="list-style-type: none"> a. Interactive lecture b. Source Analysis c. Lecture and Discussion: Oral Presentation 	<ul style="list-style-type: none"> a. Reaction/reflection paper on a sponsored activity 	a, b, c, d, e
8	<ul style="list-style-type: none"> d. Cavite Mutiny e. Spanish accounts of the Cavite Mutiny f. Differing accounts of the events of 1872 	<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> a. Describe the causes and key events of the 1872 Cavite Mutiny. b. Compare the Spanish and Filipino accounts of the event. c. Identify the political motives behind the differing narratives from Spanish officials (e.g., Izquierdo) and Filipino reformists (e.g., Dr. Trinidad Pardo de Tavera). d. Evaluate the consequences of the Cavite Mutiny, particularly the execution of Gomburza. e. Apply the concept of historical bias and perspective in analyzing conflicting sources. 	<ul style="list-style-type: none"> a. Lecture and Discussion: Oral Presentation b. Role-Playing Activity 	<ul style="list-style-type: none"> a. Short Quiz b. Venn diagram 	a, b, d
9	MIDTERM EXAM				

10	f. Retraction of Rizal g. Cry of Balintawak	By the end of this lesson, students should be able to: a. Describe the key events surrounding the alleged retraction of Jose Rizal and the Cry of Balintawak. b. Analyze various primary and secondary sources that support or question Rizal's retraction. c. Evaluate the significance of Rizal's alleged retraction on the perception of his nationalism and legacy. d. Examine the different accounts of the Cry of Balintawak and assess their impact on the start of the Philippine Revolution.	a. Lecture and Discussion: Oral Presentation b. Mini debate and Oral arguments	a. Graded presentation b. Quizzes	oral a, b, c, d
11	Policies on Agrarian Reform a. Policies on Agrarian Reform. b. Landownership in the Philippines under Spain c. Landownership in the Philippines under the Americans. d. Post-War Interventions toward Agrarian Reform	By the end of this lesson, students should be able to: a. Explain the evolution of landownership policies in the Philippines from the Spanish era to post-World War II. b. Compare land distribution systems during the Spanish, American, and post-war periods. c. Analyze the social, political, and economic effects of land policies on Filipino farmers. d. Evaluate various agrarian reform programs in terms of their effectiveness and long-term impact.	a. Lecture and Discussion: Oral Presentation b. Group Brainstorming	a. Graded oral presentation b. Quizzes	b, c, d, e
12	a. Agrarian Reform Efforts under Marcos. b. Post-1986 Agrarian Reform.	By the end of this lesson, students should be able to: a. Describe the major agrarian reform programs implemented during the	a. Lecture and Discussion: Oral Presentation b. Concept Mapping c. Document Analysis	a. Graded oral presentation b. Quizzes c. Essay	b, c, d, e

	c. CARPER and the Future of Agrarian Reform in the Philippines	<p>Marcos regime and post-1986 administrations.</p> <p>b. Analyze the features, strengths, and weaknesses of Presidential Decree No. 27 (Marcos), Comprehensive Agrarian Reform Program (CARP), and CARPER (RA 9700).</p> <p>c. Evaluate the long-term impact of these policies on Filipino farmers and rural development.</p>			
13	Evolution of the Philippine constitution <ul style="list-style-type: none"> a. Evolution of the Philippine Constitution b. 1897: Constitution of Biak-na-Bato. c. 1899: Malolos Constitution. d. 1935: The Commonwealth Constitution e. 1973: Constitutional Authoritarianism f. 1987: Constitution After Martial Law g. Attempts to Amend or Change the 1987 Constitution. 	<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> a. Trace the historical development of the Philippine Constitution from 1897 to the present. b. Identify the key features, principles, and contexts of each constitutional period. c. Compare and contrast the provisions and ideologies embedded in each constitution. d. Analyze the political and historical factors that led to constitutional changes. e. Evaluate the implications of proposed amendments or revisions to the 1987 Constitution. f. Express insights on the role of the constitution in shaping Filipino democracy and governance. 	<p>g. Lecture and Discussion: Oral h. Concept Mapping i. Document Analysis</p>	<p>a. Graded oral presentation b. Quiz c. Essay</p>	a, b, c, d, e
14	Evolution of Philippine Taxation <ul style="list-style-type: none"> a. Taxation in Spanish Philippines b. Taxation under the Americans. c. Taxation during the Commonwealth Period. d. Fiscal Policy from 1946 to Present. 	<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> a. Describe the evolution of taxation systems in the Philippines from the Spanish era to the present day. b. Explain the socio-economic and political purposes of taxation under different regimes. 	<p>a. Lecture and Discussion b. Concept Mapping c. Policy Review</p>	<p>a. Personal Reflection b. Timeline Poster c. Debate Motion: The Philippines' current taxation system is a legacy of colonial fiscal control.</p>	a, b, c, d, e

		<ul style="list-style-type: none"> c. Compare taxation policies during the Spanish, American, and Commonwealth periods in terms of objectives, fairness, and implementation. d. Analyze how taxation and fiscal policies have shaped Philippine economic development since independence. e. Evaluate present-day taxation and fiscal policy in light of historical trends. f. Develop informed opinions or proposals on improving the Philippine tax system 			
15	Doing History: A guide for students <ul style="list-style-type: none"> a. Doing Historical Research Online. b. Doing Historical Research in Libraries and Archives. 	<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> a. Explain the importance of research in studying history and historical interpretation. b. Identify credible and scholarly online sources for historical research. c. Navigate physical and digital archives and libraries for retrieving historical documents. d. Conduct basic historical research using both online databases and traditional archives. 	<ul style="list-style-type: none"> a. World Café Activity: Students rotate between discussion stations. b. Lecture and Discussion c. Online Scavenger hunt 	<ul style="list-style-type: none"> a. Source critique worksheet b. Citation quiz 	a, b, d
16	<ul style="list-style-type: none"> a. Doing Life Histories and Biographical Research b. Doing Local and Oral History. 	<p>By the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> a. Explain the significance of life histories, biographical research, and oral accounts in reconstructing the past. b. Differentiate between primary, oral, and secondary historical sources. c. Design interview guides and protocols for collecting life histories and oral testimonies. 	<ul style="list-style-type: none"> a. Lecture and Discussion b. Mock interview c. Sample interview viewing 	<ul style="list-style-type: none"> a. Interview report b. History Portfolio c. Peer interview 	a, b, d

17	c. Interacting with History through Historical Shrines and Museums	By the end of this lesson, students should be able to: a. The students can manifest interest in local history and show concern in promoting and preserving the country's historical and cultural heritage.	a. Interactive Lecture and Discussion b. Role-Playing Exercise c. Visit local museum if there is any	a. Long Quiz b. Video compilation	g
18	FINAL EXAMINATION				

Total No. of Hours : 54

8 COURSE REQUIREMENTS AND COURSE POLICIES

Each student is required to:

COURSE REQUIREMENTS

1. act respectfully, responsibly and with maturity;
2. arrive each day on time and be ready for instruction;
3. submit accomplished assignments, problem sets present an oral case study presentation;
4. make a PowerPoint presentation, and a written summary of the assigned report;
5. discuss an assigned topic to report and participate in class discussions; and
6. pass the major exams (midterm and final)
7. must not hesitate to consult the professor when there are important concerns.

COURSE POLICIES

Attendance: A student will be marked late if he/she enters the class 5 minutes after start of class period.

Any student who comes to class 15 minutes after the scheduled time or always late for three consecutive meetings shall be marked absent.

Missed work or exam: Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance

Cheating and Plagiarism: Any student who committed any form of academic dishonesty (e.g., copy-paste plagiarism) shall be given disciplinary action provided in the SKSU Student's Handbook

Use of Technology: Cell phones should be turned off while the session is in progress. Using laptops, notebook PCs, smart phones, and tablets shall be allowed only when needed.

9 GRADING SYSTEM AND RUBRICS FOR GRADING

GRADING SYSTEM

Midterm Grade

Midterm Examination	50%
Attendance/ Class Participation	10%
Quizzes	15%
Performance Task(e.g.Projects)	15%
Assignment	10%
TOTAL	100%

Final Term Grade

Final Term Examination	50%
Attendance/Class Participation	10%
Quizzes	15%
Project	15%
Assignment	10%
TOTAL	100%

FINAL GRADE

Midterm Grade	50%
Final Term Grade	50%
TOTAL	100%

RUBRIC FOR THE INDIVIDUAL/ GROUP SHORT LESSON VIDEO PRESENTATION OF THE TOPIC

Criterion	Excellent	Satisfactory	Satisfactory	Needs Improvement	Unacceptable
Content Mastery (20 points)	Demonstrates a deep understanding of the topic with well-supported arguments, accurate information, and relevant examples.	Demonstrates good understanding with mostly accurate information and relevant examples, but minor gaps in explanation.	Limited understanding; lacks coherence, weak arguments, and minimal supporting details.	Limited understanding; lacks coherence, weak arguments, and minimal supporting details.	Fails to demonstrate understanding; major inaccuracies and irrelevant content.
Organization and Clarity (15 points)	Information is well-structured, logical, and easy to follow; transitions are smooth and effective.	Presentation is mostly organized with clear flow, though some transitions may be weak.	Some structure is evident, but ideas are disorganized or difficult to follow.	Poor organization, making it difficult to understand the argument.	No organization; ideas are scattered and incoherent.
Delivery and Engagement (15 points)	Speaker(s) maintain strong eye contact, use clear and confident voice, and engage the audience effectively.	Speaker(s) maintain eye contact, speak clearly, and engage the audience most of the time.	Some effort to engage audience, but delivery lacks confidence or clarity.	Limited engagement; speaker(s) read too much from notes, weak voice projection.	No engagement; monotonous delivery, no connection with audience.
Use of Visuals/Multimedia (10 points)	Visuals are well-designed, relevant, and enhance understanding of the topic.	Visuals are mostly relevant and support the topic but may lack strong design elements.	Visuals are present but do not strongly support the presentation. Some are unclear or distracting.	Visuals are poorly designed, unclear, or not used effectively.	No visuals or visuals are completely unrelated to the topic.
Teamwork and Collaboration (for Group Presentations) (10 points)	All members contribute actively and work together seamlessly with clear roles.	Most members contribute, with minor imbalances in participation.	Some members contribute significantly more than others; limited collaboration.	Poor coordination; some members do not participate actively.	No teamwork evident; one or two people dominate the presentation.
Time Management (10 points)	Presentation is well-timed, covering all key points within the allotted time.	Slightly over/under time but covers main points effectively.	Noticeably over/under time, with missing or rushed content.	Significantly over/under time, affecting content delivery.	Presentation is too short or too long, showing a lack of planning.
Response to Questions (20 points)	Answers questions confidently and accurately, demonstrating a strong grasp of the topic.	Answers most questions well, with minor gaps in explanation.	Provides basic responses but lacks depth or clarity in answers.	Struggles to answer questions; responses are vague or uncertain.	Unable to answer questions; lacks knowledge of the topic.

10 REFERENCES

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- World Bank Philippines. (2018). *Improving tax fairness and efficiency in the Philippines*. <https://www.worldbank.org/en/news/feature/2018/08/14/improving-tax-fairness-and-efficiency-in-the-philippines>

Prepared by:

MARY ROLANNE P. FUENTES, LPT

Name of Faculty

Reviewed by:

CERILO B. RUBIN, MIT

Program Chairperson

Approved by:

ELBREN O. ANTONIO, DIT

College Dean