

**KOLEHIYO NG LUNGSOD NG DASMARINAS**

Institute of Foundational Studies

*KOLEHIYONG LUNGSOD NG DASMARIÑAS*

## Course Modules in RZL001: Life and Works of Rizal



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



### LETTER TO THE READERS AND USERS

Dear Regals!

Mandated by Republic Act 1425, this course brings together essential texts for a deeper understanding of the life and works of Dr. Jose P. Rizal.

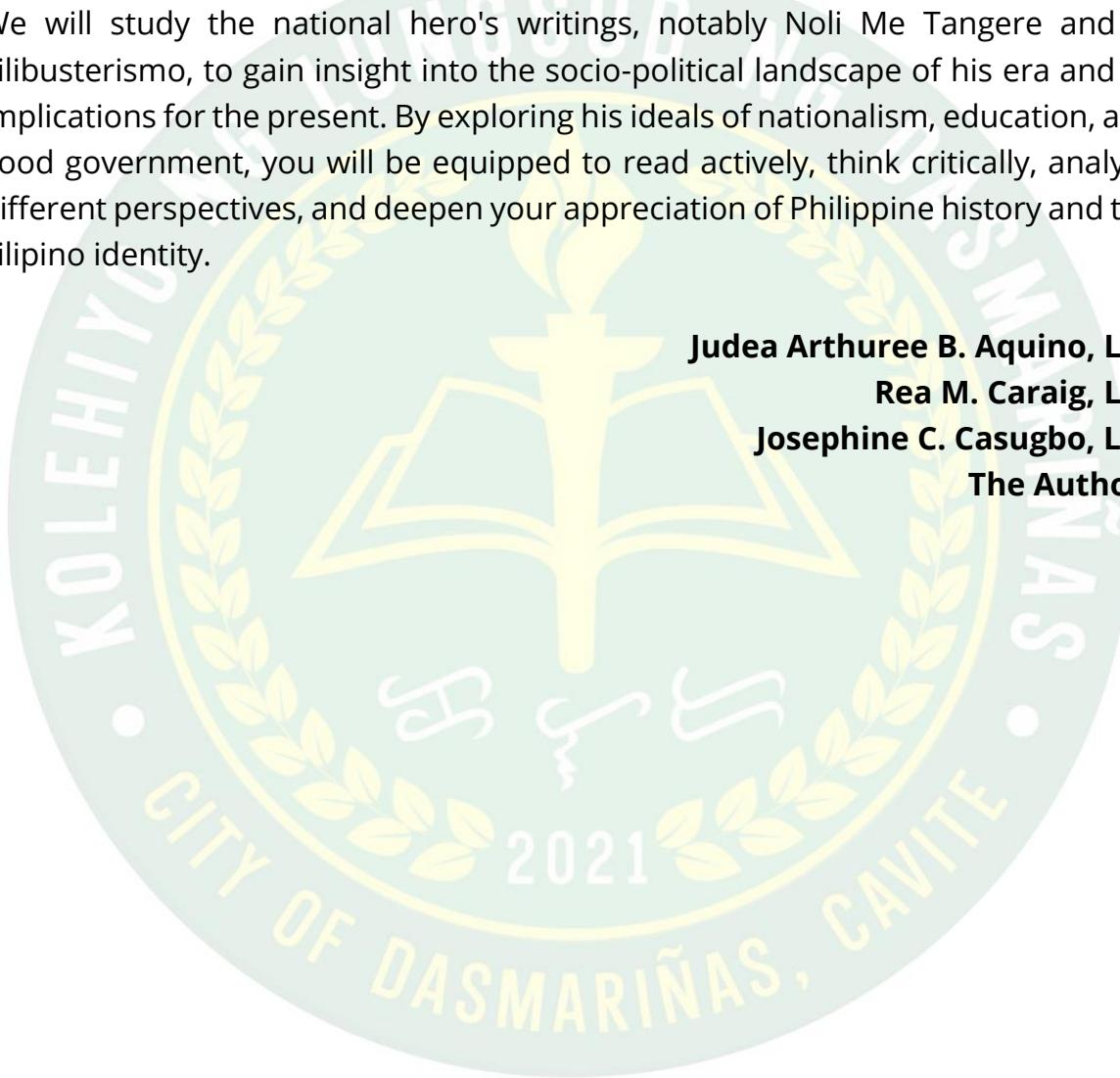
We will study the national hero's writings, notably *Noli Me Tangere* and *El Filibusterismo*, to gain insight into the socio-political landscape of his era and its implications for the present. By exploring his ideals of nationalism, education, and good government, you will be equipped to read actively, think critically, analyze different perspectives, and deepen your appreciation of Philippine history and the Filipino identity.

**Judea Arthuree B. Aquino, LPT**

**Rea M. Caraig, LPT**

**Josephine C. Casugbo, LPT**

**The Authors**





## TABLE OF CONTENTS

	Page
Letter to the Readers and Users .....	ii
Table of Contents .....	iii
KLD Vision .....	vi
KLD Mission .....	vi
KLD Core Values and Beliefs .....	vi
KLD General Goals .....	vii
Institute Goals .....	viii
Department/Section Objectives .....	ix
KLD Strategic Directions .....	x
KLD Official Logo Symbols and Meanings .....	xviii
KLD History .....	xix
KLD Hymn .....	xx
Course General Guidelines .....	xxi
Course Specific Guidelines .....	xxii
<b>MODULE 1</b>	<b>1</b>
<b>Why study Rizal?</b>	
RA 1425 (Rizal Law).....	2
Full Text of RA 1425 .....	3
Why study Rizal? .....	5
<b>MODULE 2</b>	<b>6</b>
<b>Nationalism and Rizal in the 19th Century Philippines</b>	
The Theory of Nationalism .....	7
Rizal in the 19th Century Philippines .....	10
<b>MODULE 3</b>	<b>11</b>
<b>The Ascendance of the Chinese Mestizo</b>	
Chinese History in the Philippines .....	12
Significance of the Chinese Mestizo .....	15
<b>MODULE 4</b>	<b>16</b>
<b>Family, Childhood, and Early Education of Rizal</b>	
Family .....	17
Childhood .....	19
Education .....	20
<b>MODULE 5</b>	<b>21</b>
<b>Higher Education of Rizal</b>	
Ateneo de Manila University of Santo Tomas .....	22
<b>MODULE 6</b>	<b>29</b>
<b>Rizal's Life Abroad and The Propaganda Movement and La Solidaridad</b>	
Rizal's Life Abroad .....	30
The Propaganda Movement and La Solidaridad .....	33
<b>MODULE 7</b>	<b>36</b>
<b>Rizal's Annotation of Morga and Noli Me Tangere</b>	
Rizal's Annotation of Morga .....	37
Noli Me Tangere .....	40
<b>MODULE 8</b>	<b>42</b>
<b>Indolence and the Spanish Colonial Rule and Rizal's Abandonment of Assimilation</b>	



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

# KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



	Indolence and the Spanish Colonial Rule .....	43
	Rizal's Abandonment of Assimilation .....	45
<b>MODULE 9</b>	<b>El Filibusterismo</b>	<b>47</b>
	Dedicated to GomBurZa .....	48
	Synopsis of El Filibusterismo .....	49
	"Noli" and "Fili" Compared .....	50
<b>MODULE 10</b>	<b>Rizal in Dapitan to Bagumbayan</b>	<b>52</b>
	Life in Exile .....	53
	Trial and Execution .....	55
	Rizal's Heroism .....	56
<b>MODULE 11</b>	<b>Jose Rizal and Philippine</b>	<b>58</b>
	Nationalism - Bayani & Kabayanihan .....	59
<b>APPENDICES</b>		
A.	Course Syllabus .....	62
B.	IMREDI Certification .....	63
C.	Other Readings and References .....	64



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



### KLD VISION

A transformative institution of higher learning that strategically contributes to the knowledge – based economy of the City of Dasmariñas and proactively responds to the needs of the community.

### KLD MISSION

Committed to promoting quality and equity in higher education that upholds transformative leadership, community – benefited outputs, and research – oriented academic programs imbued with the onward – forward principle of the City of Dasmariñas.

### KLD CORE VALUES AND BELIEFS

Each KLD Graduate shall exhibit the following qualities:

#### Knowledge

An innovator who significantly contributes his/her ideas and knowledge for the continuous improvement of the city and of humanity.

#### Leadership

A good steward and role model who consistently demonstrates integrity, accountability, and empathy.

#### Dedication

A dedicated servant who wholeheartedly commits himself/herself to achieving the vision, mission, and goals of Kolehiyo ng Lungsod ng Dasmariñas.



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



### KLD GENERAL GOALS

The Kolehiyo ng Lungsod ng Dasmariñas commits itself to carry out the following goals:

1. *Educate the Dasmarineños to become holistically-developed learners.*

The Kolehiyo ng Lungsod ng Dasmariñas shall utilize a holistic approach in learning to cultivate students' intellectual, moral, and socio-cultural consciousness for their personal growth and development relevant to nation-building.

2. *Empower the Dasmarineños to become potential leaders of the future.*

The Kolehiyo ng Lungsod ng Dasmariñas shall develop intellectual training and academic-related programs to nurture students' leadership potentials needed for securing the integrity of the community and for the sustainable future of the City.

3. *Engage the Dasmarineños in service learning to become contributors to the continuous improvement of the City.*

The Kolehiyo ng Lungsod ng Dasmariñas shall create research and extension activities to strengthen students' commitment in preserving the core values of the institution and contributing to societal improvement towards a competitive human capital relevant to the onward-forward principle of the City.



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*



## INSTITUTE GOALS

**The Institute of Computing and Digital Innovation (ICDI) aims to:**

1. Enhance Curriculum Relevance and Innovation;
2. Cultivate Technologically and Scientifically Proficient Graduates
3. Strengthen Industry Linkages and Employability;
4. Foster Transformative Computing Education for Community and Economic Impact
5. Establish Centers of Excellence and Specialization.
6. Expand Global Engagement and Internationalization Initiatives for information systems practice.
7. Engage Alumni and Stakeholders in Institute Development





REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*



## DEPARTMENT/SECTION OBJECTIVES

**The BS Information Systems graduates of Kolehiyo ng Lungsod ng Dasmariñas shall embody the following qualities:**

1. Graduates who are scientifically and technologically proficient, equipped with strong analytical, transformational leadership, and effective communication skills, while consistently demonstrating a deep sense of care for humanity;
2. Graduates who are actively engaged in research-driven community extension services, addressing both local and global challenges with innovative solutions;
3. Graduates can apply knowledge of business processes, computing, mathematics, and social sciences to design, implement, and evaluate information systems, process components, or programs and to source cost-benefit efficient alternatives to meet the desired needs, goals, and constraints of an organization; and
4. Graduates are able to analyze a problem, identify and define the computing requirements with respect to organizational factors appropriate to its solution, and plan strategies for its solution by deploying and effectively using skills, tools and techniques necessary for information systems practice.



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

# KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



## KLD STRATEGIC DIRECTIONS

**Key to Level Up the Dynamism**

*Roadmap to Competitive and Sustainable Kolehiyo ng Lungsod ng Dasmariñas*

A truly great educational institution is determined through its academic excellence, as measured by the quality of the research, scholarship and graduates it produces along with their shared effect on the grander society. To be an exemplary academic institution, the fundamental culture must demand excellence in all endeavors. That excellence can only be achieved when all members of the KLD - administration, faculty, staff, parents, local government unit, benefactors, students, and alumni - are committed to the highest standards of performance.

### ON QUALITY

The KLD is committed to:

STRATEGY 1. Complying with the statutory, regulatory and vertical and horizontal typology requirements set by the Commission on Higher Education and other accrediting bodies for state colleges, ASEAN University Network-Quality Assurance Associate Membership and Program and Institutional Level Assessments and ISO Certification

1. We will become a UNIVERSITY.
2. We will become a member of the Association of Local Colleges and Universities (ALCU) in the country.
3. We will be accredited by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP).
4. We will become a member of the ASEAN University Network-Quality Assurance (AUN-QA).



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



5. We will undergo the Program and Institutional Level Assessments of AUN-QA specifically the BS Information Systems, BS Midwifery, BS Psychology, BS Civil Engineering, and BS Nursing.
6. We will become an ISO Certified school.
7. We will apply for CHED Centers of Development and Excellence in Midwifery, Nursing, Information Systems, Psychology, and Engineering programs.
8. We will partner with the Pan-Asia Simulation Society in Healthcare (PASSH).

**STRATEGY 2.** Achieving Above the National Passing Rate and 100% Passing Rate in the Licensure Examinations beginning SY 2023-2024.

1. We will become one of the top performing schools in the City, Province and the Region in the licensure examinations for Midwifery, Psychology, Nursing, and Civil Engineering.
2. We will implement competency appraisal of students in all levels.
3. We will employ remediation program for students-at-risks.
4. We will ensure tracking of unsuccessful examinees.
5. We will conduct an in-house review program and supplemental online review program for our students scheduled to take the licensure examinations.
6. We will implement coaching and mentoring.
7. We will train our faculty in simulation-based education program.

**STRATEGY 3.** Achieving Continuous Quality Improvement and compliance with the policies, standards and guidelines set by the College

1. We will consistently submit and comply with performance evaluation including the Customer Feedback Form; Document Review Checklist; and Conduct of Performance Evaluation for Academic Administrators, Academic Teaching Faculty, Academic Service Faculty, and Staff.
2. We will provide orientation and training on the practice of 6S in collaboration with the Center for Quality Assurance, Accreditation, and Certification.



3. We will integrate environmental awareness and protection related programs and initiatives in the different teaching-learning experiences across programs and disciplines.
4. We will ensure continuous integration of Character Education and Citizenship, Information Literacy Program, Environment Protection and Sustainability, and Gender Awareness, Sensitivity, Responsiveness, and Accountability into the curricula of all Institutes across programs.
5. We will ensure 100% vertical alignment of post-graduate programs and training of Academic Teaching Faculty, Academic Service Faculty, and eventually the Non-Teaching Personnel should they pursue further studies.

#### *ON EXCELLENCE*

**STRATEGY 4.** Providing relevant academic programs, admitting quality students, creating space for educational technology integration, using educational technology to optimize student learning, and producing graduates with the highest standards of performance.

1. We will offer creative pre-med and other undergraduate programs leading to Doctor of Medicine and graduate programs, among others.

To wit: BS Radiologic Technology, BS Physical Therapy, BS Occupational Therapy, BS Speech and Language Pathology, BS Medical Laboratory Science, BS Pharmacy, AB Political Science, BS Clinical Psychology, BS Social Work with concentrations on Clinical Practice, Health Management, BS Entrepreneurial Management, AB English Language Studies, BS Life and Health Science with specialization in Human Biology and Medical Biology, BS Accountancy, BS Clinical Nutrition, BS Architecture, BS Industrial Engineering, BS Mechanical Engineering, BS Disaster Emergency Management, BS Manufacturing and Mechatronics Engineering, BS Entertainment and Multimedia Computing with specialization in Digital Animation Technology, BS Cybersecurity, BS Computer Science with specialization in Artificial Intelligence and Robotics, BS Data Science, BS Interdisciplinary Studies with STEM Concentration, BS Clinical Psychology, AB Psychology, MS Nursing, MS Gerontology, MS Health Management, MS Biology, MS Clinical Psychology, MS STEM Teaching, Master of Public Health, Masters in Business



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



Administration, PhD by Research, PhD in Nursing, Doctor of Public Health, Doctor of Medicine, and Bachelor of Laws.

2. We will become one of the Top 3 Higher Education Institutions in the City of Dasmarias in 2033 and one of the Top 7 Higher Education Institutions in the Province of Cavite in 2040.
3. We will achieve outstanding library print and online collections.
4. We will strengthen the Records Management System of the KLD to better protect and preserve important documents of students/graduates and employees.
5. We will provide and allot additional spaces in the Learning Resource Center devoted for technology integration and utilization.
6. We will have Learning Commons in the Learning Resource Center.
7. We will hold recognition ceremonies for the students who have excelled in their respective fields and those who have won in different competitions together with the awarding of certificates/plaques of recognition to Institute honor's list and College honor's list.
8. We will intensify student development programs such as the leadership formation program, sports and development, research, and participation in different national and international competitions.
9. We will strengthen the institutional student organizations and the Student Council in the College and establish strong partnership between and amongst the officers and members of the said organizations.
10. We will intensify the academic programming, advising and career counseling for our students.
11. We will recognize Outstanding Faculty and Non-Teaching Staff in Students' Performance Evaluation, Research Presentations, Awards and Recognitions, International Speaking Engagements, Officers of National and International Professional Organizations, Perfect Attendance, etc.

### ON INTERNALIZATION



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



STRATEGY 5. Establishing national and international partnerships and collaborations

1. We will strengthen the national and international affiliations for the research and teaching engagements of academic staff and internship and externship programs of the students across levels.
2. We will develop programs that would strengthen the relations between the KLD and Pagamutan ng Dasmarias, CHOs, and affiliating centers, particularly in the areas of student internship, clinical preceptorship, research in tropical medicine, and infectious diseases.

### *ON RESEARCH PRODUCTIVITY & ENGAGEMENTS*

STRATEGY 6. Achieving success in sponsored research in collaboration with the different research agencies and higher education institutions locally and internationally

1. We will increase by 25% the number of Academic Teaching Faculty, Academic Service Faculty and Non-Teaching Staff doing research, publishing research, presenting papers and enrolling in post-graduate programs and trainings and other certificate programs.
2. We will achieve publications and citations as well as patents and licenses in different areas of specializations.
3. We will launch the KLD online journal.
4. We will launch the President's Award for Research Productivity.
5. We will develop the Clinical Research Department and Academic Research Department to draw the line between clinical-sponsored research and academic research across the KLD.
6. We will strengthen the operations of the Institutional Ethics Board.
7. We will strengthen the operations of the Center for Intellectual Property and Technology Licensing.



## ON COMPETITIVENESS & SUSTAINABILITY

STRATEGY 7. Maintaining and Sustaining the Creative Programs of KLD in Response to the Needs and Demands of the City, Province, Region, and the Country.

1. We will establish the following Centers/Institutes: Institute of Student Affairs, Character Education and Citizenship which shall handle all activities related to Student Affairs, Welfare and Development, NSTP, Sports and Wellness Development, Guidance and Career Development, Student Discipline, Admissions and Testing, Alumni Affairs and Placement, Student Activities and Development, Center for Gender and Development, Dasmarias Heritage and Cultural Affairs, Center for Quality Assurance, Accreditation and Certification, Center for Philanthropic and Resource Generation, Center for Public Affairs and Strategic Communications, Center for Curriculum and Pedagogical Innovations, Linkages and External Affairs, Knowledge Management, Institute of Engineering, Institute of Nursing, Institute of Midwifery, Institute of Human Potential and Development, Institute of Applied Sciences, Institute of Information and Computing Sciences, Institute of Allied Health, Institute of Medicine, Institute of Law, Institute of Graduate Studies, and among others.
2. We will create the following committees: Personnel Service and Human Resource Management Committee, Personnel Evaluation and Selection Committee, Academic Administrators Selection Committee, Materials and Equipment Acquisition Committee, Talent Acquisition Committee, Employees' Training and Development Committee, Operations Manual Committee, Culture of Research Committee, Academic Programs Committee, and among others.
3. We will create the Inventory Management System for proper monitoring of all KLD Assets and Supplies.
4. We will exhibit stewardship and creativity in the management of all available resources.
5. We will develop, enhance and sustain the branding and positioning strategies of KLD.



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



6. We will need to receive more and spend less meaning we need potential for scholarships, donations for infrastructure developments, funding for faculty and staff development programs including research productivity and engagements, and investment for student success programs. We continuously believe that while reaching our goal is not just a matter of resources, everything will be possible with additional resources – along with continuously enhanced efficiency and effectiveness, greater productivity, and an ongoing reallocation of funds based on current priorities.

### *ON COMMUNITY ENGAGEMENTS & SOCIAL ADVOCACY*

#### STRATEGY 8. Strengthening Transformative and Sustainable Social Action Programs.

1. We will support the public schools and other non-government organizations in the areas of literacy programs and teacher training programs.
2. We will conduct orientation and training on service-learning programs, community extension/service and community outreach programs to all concerned.
3. We will conduct situational analysis and community diagnosis to obtain substantial information about the kind of sustainable economic development program needed by the potential adopted communities.
4. We will utilize the principles and concepts of participatory action research as a strategy to ensure success of program initiated in the adopted communities.
5. We will have to continuously make significant contributions in healthcare delivery services and our growing support for the public health system. We need to be a source of great strength through a well-intentioned partnership with the Pagamutan ng Dasmariñas.



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

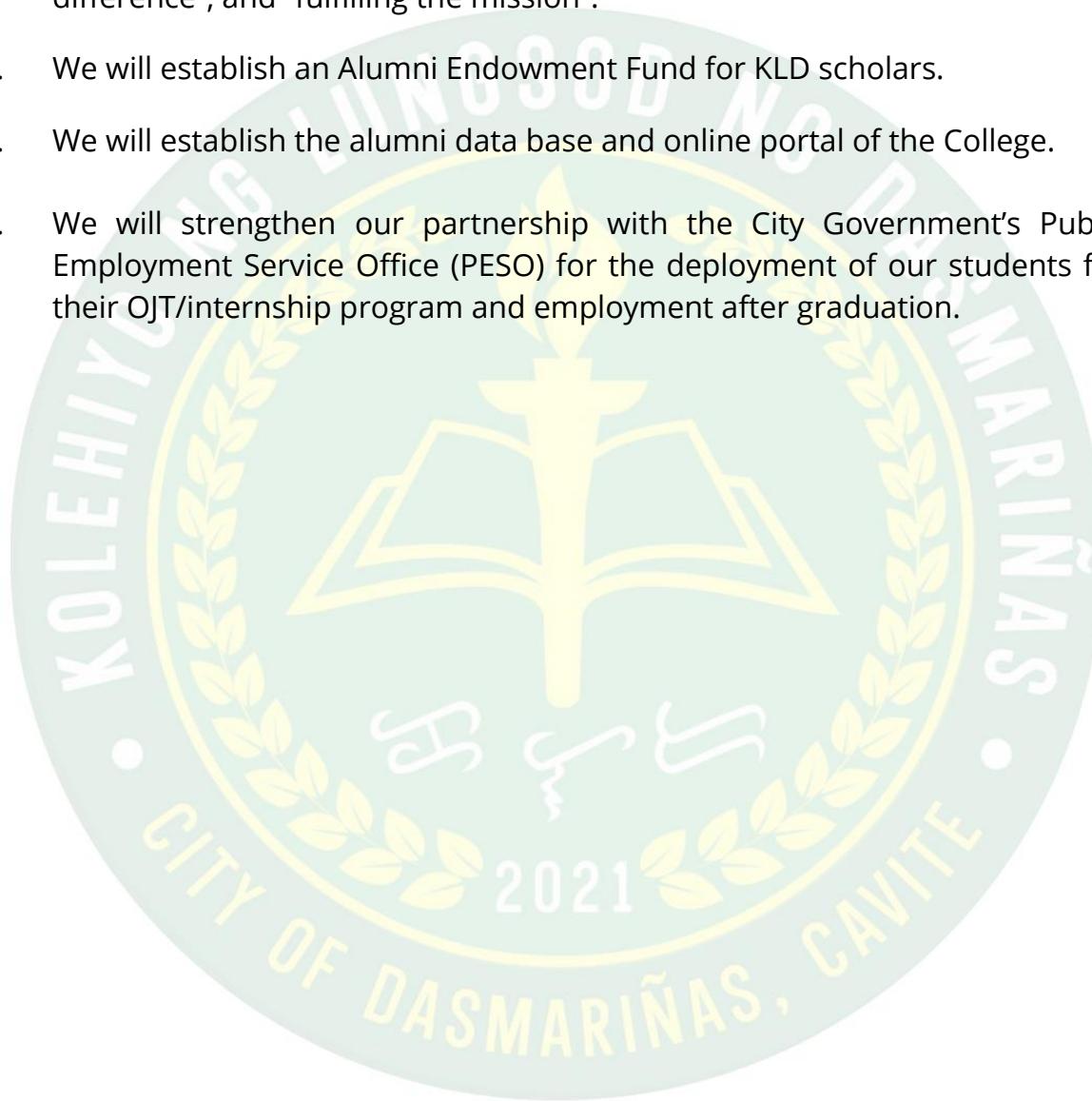
## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



### STRATEGY 9. Strengthening the Alumni Relations and Placement Programs of KLD

1. We will hold the First Alumni Homecoming for all former students that will center on the themes of "giving back", "paying it forward", "seeing success in the light of humble beginnings", "nurturing the foundation built", "making a difference", and "fulfilling the mission".
2. We will establish an Alumni Endowment Fund for KLD scholars.
3. We will establish the alumni data base and online portal of the College.
4. We will strengthen our partnership with the City Government's Public Employment Service Office (PESO) for the deployment of our students for their OJT/internship program and employment after graduation.





REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



### KLD OFFICIAL LOGO SYMBOLS AND MEANINGS



**TORCH** represents the vision of the institution to sustainability provide quality education to the youth of Dasmariñas.

**OPEN BOOK** represents the dedication of the institution in providing quality education and sharing knowledge through transformative leadership.

**LAUREL WREATH** represents the institution's success and victory in terms of producing holistically developed learners, leaders of the future, and preservers of development to the City of Dasmariñas.

**KLD in Baybayin** represents the institution's commitment in maintaining the authentic Filipino and Dasmariñero heritage which lives forever in the hearts and minds of Dasmariñeros.

**COLORS OF GREEN AND YELLOW** represent the continuous support of the institution to the green economy and sustainable living in the City of Dasmariñas.

**YEAR 2021** is the founding year of the Kolehiyo ng Lungsod ng Dasmariñas.



## KLD HISTORY

The Kolehiyo ng Lungsod ng Dasmariñas started as a dream, but this dream has turned into reality. The late Cong. Elpidio F. Barzaga Jr. and Mayor Jennifer Austria-Barzaga have always envisioned the free tertiary education to every qualified and deserving Dasmarineño.

It was on September 22, 2018, when the groundbreaking ceremony happened which signaled the beginning of this dream. The City Government allocated funds which would be used in establishing the institution, then to be named as Pamantasan ng Lungsod ng Dasmariñas. Ar. Jose Siao Ling and Associates designed the building with Monolith Construction and Development Corporation as the main contractor. They closely worked with Cong. Pidi Barzaga and Mayor Jenny Austria-Barzaga in ensuring the success of this milestone infrastructure.

The creation, establishment, and operation of the Kolehiyo ng Lungsod ng Dasmariñas was signified through Ordinance No. 01-S-2021, dated February 2, 2021.

Various programs were initially proposed during the inception of the College, but only BS Psychology, BS Information Systems and Diploma in Midwifery were offered. As KLD progresses, the BS Nursing and BS Civil Engineering were offered in AY 2023-2024, while the Diploma in Midwifery is now a Bachelor's degree. In the Midwifery Licensure Examination held last November 2023, KLD received a passing rate of 85.71% and became the Top 10 Performing Midwifery School in the Philippines.

KLD also witnessed various successes in terms of its involvement in research and linkages where faculty members are engaged in presentations and publications. The institution is committed to pursuing and fulfilling its Vision and Mission as a transformative higher learning institution.

KLD, through the direction set by the late Cong. Elpidio F. Barzaga, Jr. and under the supervision of Mayor Jennifer Austria - Barzaga, and the management of Dr. Juanito O. Cabanias, President/College Administrator, is truly committed in building the foundations for the Dasmarineños.



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

# KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



## KLD HYMN

*The Pillar of Wisdom*

Composed by: Martin John L. Arellano

I

We proclaim with grateful hearts  
The fealty to our school  
As we stand together as one  
To fulfill our sacred duties

II

We vow to uphold your values:  
Knowledge, Leadership and Dedication  
By spreading your vision and mission  
And transform the lives of all Dasmariñeros!

CHORUS:

KOLEHIYO NG LUNGSOD NG DASMARIÑAS  
The pillar of wisdom!  
Let your rich history be our guiding light  
Imbued with the grace of the almighty!  
March on to the future  
And aflame our hearts with compassion  
All hail to our institution

KOLEHIYO NG LUNGSOD NG DASMARIÑAS

III

With God in our center  
We will never fail  
As we raise your glorious symbol  
Now, until the end of time!

CHORUS:

KOLEHIYO NG LUNGSOD NG DASMARIÑAS  
The pillar of wisdom!  
Let your rich history be our guiding light  
Imbued with the grace of the almighty!  
March on to the future  
And aflame our hearts with compassion  
All hail to our institution

KOLEHIYO NG LUNGSOD NG DASMARIÑAS

CODA:

ALL HAIL TO OUR INSTITUTION  
KOLEHIYO NG LUNGSOD NG DASMARIÑAS



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*



## COURSE GENERAL GUIDELINES

These guidelines outline the expectations and approaches for successful participation and learning this subject.

1. This course will be utilizing Google classroom to upload all the learning materials such as the module, video presentation, quizzes, etc. The students are expected to enroll themselves once the link has been provided.
2. This course requires active reading. The students are expected to complete all assigned readings before class meeting.
3. All assignments/activities must be submitted on or before the deadline whether in softcopy or hardcopy. There will be score deduction for late submission.
4. This course will be utilizing Viber to easily communicate with one another. The students are expected to join the Viber group chat of this subject.
5. Students are encouraged to communicate with the subject instructor if they have queries or concerns in regards to the subject. Students may send their queries via email or chat through Viber group.
6. Quizzes will be conduct onsite.



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*



# Course Modules in RZL1000: Life, Works and Writing of Rizal

## MODULE 1: Topic: Why study Rizal?

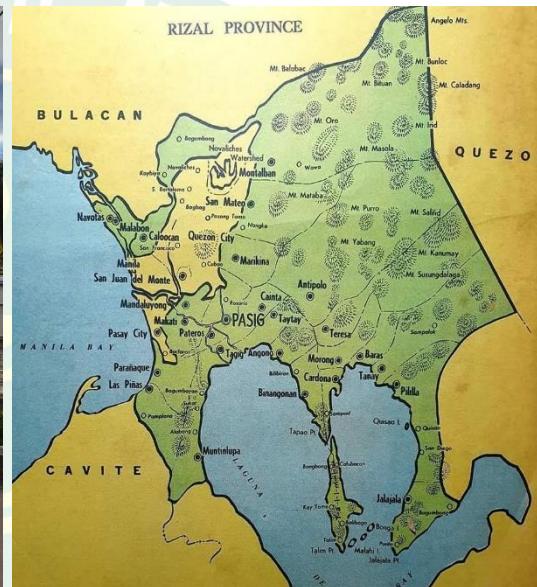


<b>Week Number</b>	2
<b>Chapter/Unit Number</b>	1
<b>Topic Title</b>	<b>RA 1425 (RIZAL LAW)</b> <ul style="list-style-type: none"><li>▪ Context of the Rizal Bill</li><li>▪ Why study Rizal's life?</li></ul>
<b>Course Outcomes</b>	CO1: Determine the values of studying the life and works of Jose Rizal in the 21st century.
<b>Intended Learning Outcomes</b>	At the end of the chapter, the students will be able to: <ol style="list-style-type: none"><li>1. Discuss the history of RA 1425 (Rizal Law) and its important provisions;</li><li>2. Determine the value of studying Jose Rizal in the 21st century;</li></ol>
<b>SDG and KLD REGAL100 Integration</b>	SDG 17: Partnerships for the Goals
<b>Discussion</b>	<p style="text-align: center;"><b>Republic Act. No 1425 "Batas Rizal"</b></p> <p>An act to include in the curricula of all public and private schools, colleges and universities courses on the life, works and writings of Jose Rizal, particularly his novels <i>Noli Me Tangere</i> and <i>El Filibusterismo</i>, authorizing the printing and distribution thereof, and for other purposes.</p> <p><b>People Behind Republic Act. No. 1425</b></p> <div style="display: flex; justify-content: space-around;"></div> <p><b>1. Claro M. Recto</b> - He was main proponent or the author of the law.</p> <p><b>2. Jose P. Laurel</b> - Chairman of the committee on education.</p> <p><b>3. Ramon Magsaysay</b> - the President of the Philippines during the time the Rizal bill became a law.</p> <p><b>Governor General William Howard Taft</b> He served as chairman of the second Philippine commission. In 1901 he became the first civilian governor of the Philippines. He was the one who suggested that Filipinos need a national hero. The committee consists of Americans and they were mandated to choose the national hero for Filipinos that will serve as a role model.</p>



**Act. No. 137 – The Creation of the “Province of Rizal”**

Act no. 137 created the province of Rizal from parts of the old province of manila and the politico-military district of Morong. The act was passed by the first Philippine commission on June 11, 1901, and named the new province in honor of the national hero, Dr. Jose Rizal. This was the first step of the Taft Commission to honor Jose Rizal's contribution.



**Criteria for the National Hero:**

- Full Blooded Filipino
- Already dead by the time of the search for national hero
- Patriotic And Nationalistic
- Calm Demeanor
- Honorable Death

**Candidates for the National Hero Selection**



**1. Graciano Lopez Jaena (1856-1896)** – Illustrado, Filipino Journalist/Writer; founder and editor in chief of La Solidaridad, reformist; advocated for reforms, and may started the propaganda movement. He died in 1896 because of tuberculosis.

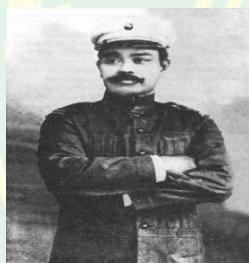
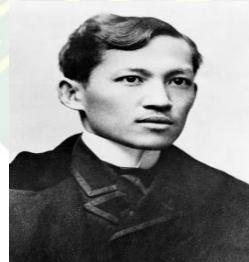


REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



	 <p>2. <b>Marcelo H. Del Pilar (1850-1896)</b> – Filipino Journalist/Writer, Illustrado, Revolutionary Leader in Spain, and succeeded Graciano Lopez Jaena as editor in chief of La Solidaridad. He died in 1896 because of tuberculosis.</p>  <p>3. <b>Emilio Jacinto (1875-1899)</b> – “Utak ng Katipunan”, revolutionary activist, writer, author of rules and principles of Katipunan. He died in 1899 due to Malaria.</p>  <p>4. <b>Antonio Luna (1866-1899)</b> - Revolutionary General; Commanding General of the Philippine Army, sharpshooter, short tempered, and a writer. He was assassinated by his own comrades in Cabanatuan, Nueva Ecija.</p>  <p>5. <b>Jose P. Rizal (1861-1896)</b> – A Filipino Nationalist, polymath, founder of La Liga Filipina, reformist, Illustrado. He was executed in Bagumbayan on December 30, 1896).</p>
<b>Outcomes-Based Assessment</b>	<p><b>Assignment.</b> Direction: In an A4, draw an illustration that symbolizes a hero. Explain your work, why you choose that symbol? To be passed on next class meeting.</p>



RUBRICS/GRADING CRITERIA				
Criteria	Excellent	Good	Satisfactory	Needs Improvement
<b>Symbolism &amp; Meaning</b> 20 pts.	The illustration offers a deep and powerful symbolic representation of a hero. The meaning is immediately clear and thought-provoking.	The illustration clearly and effectively symbolizes a hero. The meaning is evident and well-communicated.	The illustration attempts to symbolize a hero, but the connection or meaning is somewhat vague or simplistic.	The illustration lacks clear symbolic representation of a hero, or the connection is weak/non-existent.
<b>Creativity</b> 10 pts.	The illustration demonstrates a unique perspective on the given topic.	The illustration is distinct and not generic.	The illustration is somewhat conventional or common.	The illustration is a direct copy of existing work.
<b>Originality</b> 15 pts.	The concept is <b>highly original</b> , imaginative.	The concept is original and shows a good level of imagination.	It shows limited originality.	The concept is unoriginal.
<b>Craftmanship</b> 5 pts.	Very Neat, and clean presentation.	Neat and Clean presentation.	not so neat and clean but quite presentable,	Not clean, neat and presentable at all.

#### References/Resources:

- Espina-Clemente, J. (2019). *The life and works of RIZAL*.  
Wani-Obias, R. et al., (2024). *The life and works of Jose Rizal*.

#### Other Suggested Readings:

- Zaide, G. F., Zaide, S. M., & Rizal, J. (1997). *Jose Rizal: buhay, mga ginawa at mga sinulat ng isang henyo, manunulat, siyentipiko, at pambansang bayani*. All Nations.



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*



## **Course Modules in RZL1000: Life, Works and Writing of Rizal**

### **MODULE 2:**

**Topic: Nationalism and Rizal in  
the 19th Century Philippines**



<b>Week Number</b>	3
<b>Chapter/Unit Number</b>	2
<b>Topic Title</b>	<ul style="list-style-type: none"><li><b>The Theory of Nationalism</b></li><li><b>Rizal in the 19<sup>th</sup> Century Philippines</b></li></ul>
<b>Course Outcomes</b>	CO2: Describe the concept of Nationalism.
<b>Intended Learning Outcomes</b>	At the end of the chapter, the students will be able to: <ol style="list-style-type: none"><li>discuss the nation and nationalism.</li><li>demonstrate the social, context within which Rizal was situated; and</li><li>demonstrate the social, political, economic, and cultural in 19th century</li></ol>
<b>SDG and KLD REGAL100 Integration</b>	SDG 16: Peace, Justice, and Strong Institutions
<b>Discussion</b>	<p style="text-align: center;"><b>Nationalism and Rizal in 19<sup>th</sup> Century</b></p> <p><b>What is nationalism?</b> It is a system of belief that places the interests and values of a particular nation above all other interests.</p> <p><b>Theory of Nationalism</b> The theory of nationalism is the idea that humanity is naturally divided into distinct nations, and that each nation has the right to self-determination (sovereignty) and should form a cohesive political unit (a state)</p> <p><b>Rizal and Nationalism</b> Rizal's greatest contribution to Filipino nationalism is often viewed as the creation of the Filipino nation in the collective consciousness.</p> <ul style="list-style-type: none"><li>Before Rizal, "Filipino" referred only to Spaniards born in the Philippines (Insulares). The vast majority of the population were still fragmented by regional, linguistic, and class barriers (Indios, Mestizos).</li><li>Rizal's novels, <i>Noli Me Tángere</i> and <i>El Filibusterismo</i>, allowed people across the archipelago to simultaneously read about the same characters, abuses, and societal flaws. This act formed an imagined community among Filipinos—united by their experience under colonial rule and their shared hopes for the future.</li><li>Rizal's approach was a <b>reformist</b> rather than revolutionary. He advocated for change through peaceful means and intellectual enlightenment (his writings).</li></ul> <p>Rizal's nationalism involved looking into the pre-colonial past and exploring the Filipino culture.</p>



- By annotating Antonio de Morga's *Sucesos de las Islas Filipinas*, Rizal aimed to show that Filipinos had a rich, organized culture and civilization before the Spanish conquest, countering the colonial narrative that Spain brought civilization to a barbaric people.
- Most of his essays and letters were a consistent defense of the Filipino people's intellect, character, and capabilities against the insult and racial discrimination of the colonial rulers.

### Rizal in 19<sup>th</sup> Century Philippines

#### 1. Instability Of Colonial Administration

- The Philippines was ruled by 50 governor generals, each serving an average of term of one year and three months.
- The frequent change of colonial officials hampered the political and economic development of the Philippines.

#### 2. Corrupt Colonial Officials

- Officials were either highly corrupt, incompetent, cruel and venal.
- General Rafael de Izquierdo (1871-1873)
- General Fernando Primo de Rivera (1880-1883 and 1897-1898)
- General Valeriano Weyler (1888-1889)

#### 3. Philippine Representation in Spanish Cortes

- The representation of the overseas colonies (including the Philippines) in the Spanish Cortes was abolished in 1837. Since then, Philippine conditions worsened because there was no means by which the Filipino people could expose the anomalies perpetrated by the colonial officials.

#### 4. Human Rights Denied to Filipinos – Racial Discrimination-“Indio”

#### 5. No Equality Before the Law

- Christianity - taught that all men, irrespective of color and race, are children of God and as such they are brothers, equal before God

#### 6. Mal-Administration of Justice –

- Doña Teodora Alonso
- Dr. Jose Rizal
- Paciano Rizal and several Brothers-in-law
- GOMBURZA

#### 7. Frailocracy

- Unique form of government
- Union of State and Church
- Very influential
- Political power-Governor generals down to the alcalde mayors were under the control of friars.



	<p><b>8. Forced Labor</b></p> <ul style="list-style-type: none"><li>• <b>Polo y Servicio</b> - 16-60 years old forced labor for 40 days a year.</li><li>• - The same royal decree provided that not only native Filipinos but also male Spanish must render forced labor. But it was not implemented in the Philippines</li><li>• <b>Falla</b> - Money paid to the government to be exempted from the polo y servicio.</li></ul> <p><b>9. Haciendas Owned by the Friars</b></p> <ul style="list-style-type: none"><li>• <i>Richest landlords</i></li><li>• <i>Old owners became tenants</i></li></ul> <p>They were recognized as legal owners of lands they obtained because of royal titles of ownership from the Spanish crown.</p>																				
<b>Outcomes-Based Assessment</b>	<p><b>Quiz 1</b> (15-item quiz)</p> <p><b>Activity.</b> Direction: Venn diagram about the 19th and 21st century Philippines</p> <p style="text-align: center;"><b>RUBRICS / GRADING CRITERIA</b></p> <p>In grading students' output, the following rubric will be used.</p> <table border="1"><thead><tr><th>Category</th><th>Excellent</th><th>Good</th><th>Satisfactory</th><th>Needs Improvement</th></tr></thead><tbody><tr><td><b>Concept Arrangement</b></td><td>Each section of the diagram contains 4 facts easily identified. (5 Points)</td><td>Each section of the diagram contains 3 facts easily identified. (4 Points)</td><td>Each section of the diagram contains 2 facts that are somewhat identified. (3 Point)</td><td>Each section of the diagram contains very few facts that are not easily identified. (0 Points)</td></tr><tr><td><b>Content</b></td><td>Reflects factual information that corresponds with the appropriate section of the diagram. (5 Points)</td><td>Most of the information is factual and seemingly corresponds with the appropriate section of the diagram. (4 Points)</td><td>Reflects some factual information and attempts to put it in the corresponding section of the diagram. (3 Points)</td><td>Contains non-factual information that does not correspond to the appropriate section of the diagram. (0 Points)</td></tr><tr><td><b>Text</b></td><td>Easy to read, legible, no misspellings. (5 Points)</td><td>Most text is easy to read. Fewer than 4 misspellings. (4 Points)</td><td>Text is not easy to read. Excessive misspellings, more than 5 errors. (3 Points)</td><td>Not legible. Excessive errors. (0 Points)</td></tr></tbody></table>	Category	Excellent	Good	Satisfactory	Needs Improvement	<b>Concept Arrangement</b>	Each section of the diagram contains 4 facts easily identified. (5 Points)	Each section of the diagram contains 3 facts easily identified. (4 Points)	Each section of the diagram contains 2 facts that are somewhat identified. (3 Point)	Each section of the diagram contains very few facts that are not easily identified. (0 Points)	<b>Content</b>	Reflects factual information that corresponds with the appropriate section of the diagram. (5 Points)	Most of the information is factual and seemingly corresponds with the appropriate section of the diagram. (4 Points)	Reflects some factual information and attempts to put it in the corresponding section of the diagram. (3 Points)	Contains non-factual information that does not correspond to the appropriate section of the diagram. (0 Points)	<b>Text</b>	Easy to read, legible, no misspellings. (5 Points)	Most text is easy to read. Fewer than 4 misspellings. (4 Points)	Text is not easy to read. Excessive misspellings, more than 5 errors. (3 Points)	Not legible. Excessive errors. (0 Points)
Category	Excellent	Good	Satisfactory	Needs Improvement																	
<b>Concept Arrangement</b>	Each section of the diagram contains 4 facts easily identified. (5 Points)	Each section of the diagram contains 3 facts easily identified. (4 Points)	Each section of the diagram contains 2 facts that are somewhat identified. (3 Point)	Each section of the diagram contains very few facts that are not easily identified. (0 Points)																	
<b>Content</b>	Reflects factual information that corresponds with the appropriate section of the diagram. (5 Points)	Most of the information is factual and seemingly corresponds with the appropriate section of the diagram. (4 Points)	Reflects some factual information and attempts to put it in the corresponding section of the diagram. (3 Points)	Contains non-factual information that does not correspond to the appropriate section of the diagram. (0 Points)																	
<b>Text</b>	Easy to read, legible, no misspellings. (5 Points)	Most text is easy to read. Fewer than 4 misspellings. (4 Points)	Text is not easy to read. Excessive misspellings, more than 5 errors. (3 Points)	Not legible. Excessive errors. (0 Points)																	



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



	<b>Presentation of Product</b>	Clean, neat, and well-organized. (5 Points)	Fairly neat and clean. Some organization. (4 Points)	Not well organized. A little cluttered. (3 Points)	Messy and unorganized. Not well put together. (0 Points)
--	--------------------------------	--	---	---	---

### References/Resources:

- Espina-Clemente, J. (2019). *The life and works of RIZAL*.  
Wani-Obias, R. et al., (2024). *The life and works of Jose Rizal*.

### Other Suggested Readings:

- Zaide, G. F., Zaide, S. M., & Rizal, J. (1997). *Jose Rizal: buhay, mga ginawa at mga sinulat ng isang henyo, manunulat, siyentipiko, at pambansang bayani*. All Nations.





REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*



# Course Modules in RZL1000: Life, Works and Writing of Rizal

## MODULE 3:

**Topic: The Ascendance of the Chinese Mestizo**



<b>Week Number</b>	4
<b>Chapter/Unit Number</b>	3
<b>Topic Title</b>	<b>The Ascendance of the Chinese Mestizo</b> <ul style="list-style-type: none"><li>• Chinese History in the Philippines</li><li>• Significance of the Chinese Mestizo</li><li>• Rizal and the Chinese Mestizos</li></ul>
<b>Course Outcomes</b>	CO3. Evaluate how Rizal's encounters with different personalities helped shape his character
<b>Intended Learning Outcomes</b>	At the end of the chapter, the students will be able to: <ol style="list-style-type: none"><li>1. Explore the role of Chinese mestizos in the Philippine society; and</li><li>2. Compare and contrast the relationship of Filipinos and Chinese then and now.</li></ol>
<b>SDG and KLD REGAL100 Integration</b>	SDG 8: Decent Work and Economic Growth SDG 10: Reduced Inequalities
<b>Discussion</b>	<p style="text-align: center;"><b>THE ASCENDANCE OF THE CHINESE MESTIZO</b></p> <p><b>Social Classes</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"><div style="text-align: center;"><p><b>PRE-SPANISH ERA</b></p><p>Nobles</p><p>Freemen</p><p>Dependents</p></div><div style="text-align: center;"><p><b>SPANISH ERA</b></p><p>Peninsulares</p><p>Insulares/Criolos</p><p>Mestizos</p><p>Indio</p></div></div> <p>(Agoncillo, 1990)</p> <p><b>Chinese History in the Philippines</b></p> <ul style="list-style-type: none"><li>• <b>PRE-COLONIAL ERA</b> – Chinese merchants were sailing to the Philippines as early as the 9<sup>th</sup> century.</li><li>• <b>SPANISH COLONIAL ERA</b> – In this era, there was significant increase in Chinese migration in the Philippines because of the Manila-Acapulco Galleon Trade, the Chinese merchants saw this as an opportunity.<ul style="list-style-type: none"><li>• Chinese immigrants acted as middlemen and landholders.</li><li>• <b>Intermarriage and Mestizo Formation</b> - intermarriage with local Filipino women became common.</li></ul></li></ul> <p>According to Wickerberg (1964), the population of Chinese in the Philippines were controlled by the Spain. It was formally divided into four categories:</p>



- Those who did not pay the tribute (includes Spaniards and Spanish *mestizos*)
- Indios (Malayan inhabitants of the archipelago, who are now called Filipinos)
- Chinese
- Chinese *mestizos/Mestizo de Sangley*
- Chinese mestizos are people of mixed Chinese and Filipino ancestry. They are also known as Mestizo de Sangley, Tsinoy, or Chinese Filipinos.
- Sangley is said to derive from the Hokkien *seng-li* "business" or *shang-lu* "traveling merchant" (Mojares, 2020).
- Mestizo de Sangley, as a basic fact, is a matter of blood. In the Philippines, it refers to descendants of the intermarriage or cohabitation of Chinese (almost exclusively male, given the absence of Chinese women) and natives, its distinctness dependent on how bloodlines are maintained or preserved in the succession of generations (Mojares, 2020).
- Mestizos and Indios shared similar rights, with Chinese having limited property ownership and geographic mobility. (Wickerberg, 1964).
- The maintenance of three categories in orderly fashion was provided for by Spanish legislation. Legal status- as Chinese, mestizo, or Indio- by the terms of this legislation - was not ordinarily a matter of personal orientation or choice. Rather, it was the status of the parents particularly the father that was most important (Wickerberg, 1964).
- The son of a Chinese father and an Indio or mestiza mother was classed as a Chinese mestizo. Subsequent male descendants were inalterably Chinese mestizos.
- The status of female descendants was determined by their marriages.
- A mestiza marrying a Chinese or mestizo remained in the mestizo classification, as did her children.
- But by marrying an Indio she and her children became of that classification. (Wickerberg, 1964).
- In 1589, the Spanish king instructed the governor-general to decide whether to ban Chinese traders from Manila after the trading season or allow those who converted to Christianity and who would settle as artisans and craftsmen, to remain as residents (Corpuz, 1989).
- Corruption led to more Chinese residents in Manila, as they paid higher fees for residence permits than native families. Spanish officials sold permits for more Chinese than prescribed, profiting from surplus and illegal documents (Corpuz, 1989).

Another reason for the increasing numbers of Sangleys was due to the Spaniards' dependence on Chinese skills and services, leading to corruption and a Chinese revolt in 1603. The city council warned only 3,000 Sangleys should remain, but illegal licenses allowed over 18,000, including 4,000 from the trading fleet (Corpuz, 1989).



### FOUNDATION OF BINONDO, MANILA



- On March 29, 1594, Binondo was created by the Spanish Governor Luis Perez Dasmariñas as a permanent settlement for Chinese immigrants on the condition that they will convert to Catholicism.
- The Chinese mestizo played an important part in the creation and evolution of what is now called the Filipino nation.
- According to Fr. Jesus Merino, O.P., *"The Filipino nationality, no matter how Malayan it may be in its main ethnic stock, no matter how Spanish and Christian it may be in its inspiration, civilization and religion, no matter how American it may be in its politics, trade and aspiration, has been historically and practically shaped, not by the Chinese immigrant, but by the Chinese mestizo"* (Tan, 1986).

Chinese mestizo proved to be a more significant element in Philippine society for three reasons:

- first, the Chinese mestizo was more numerous as there was a greater infusion of Chinese blood than any other blood in the Filipino. In the mid-19th century, there was 240,000 Chinese mestizos, but only about 7,000 to 10,000 Spanish mestizos (Tan, 1986).
- Secondly, the Chinese mestizos were readily assimilated into the fabric of the native society.
- Thirdly, more than the Spanish mestizo, they were to assume important roles in the economic, social, cultural and political life of the nation



	<b>RIZAL AND THE CHINESE MESTIZOS</b> <ul style="list-style-type: none"><li>• Jose Rizal's paternal ancestor, Lam-co, was a native of the Chinchew district in China.</li><li>• He was baptized in the Parian church of San Gabriel on a Sunday in June 1697.</li><li>• The names of his parents were given as Siang-co and Zun-nio. (Pasigui &amp; Cabalu, 2014).</li><li>• Rizal might be considered a fifth-generation Chinese mestizo.</li><li>• His paternal ancestor, a Catholic Chinese named Domingo Lamco, married a Chinese mestiza.</li><li>• Their son and grandson both married Chinese mestizas.</li><li>• This grandson, having achieved wealth and status in his locality, was able to have his family transferred from the mestizo padron, or tax-census register, to that of the indios. Thus, Rizal's father, and Rizal himself, were considered indio (Wickerberg, 1964).</li></ul>
<b>Outcomes-Based Assessment</b>	<b>Assignment. Direction:</b> Watch the video about the ascendancy of Chinese Mestizo in the Philippines.

**References/Resources:**

- Espina-Clemente, J. (2019). *The life and works of RIZAL*.  
Wani-Obias, R. et al., (2024). *The life and works of Jose Rizal*.

**Other Suggested Readings:**

- Zaide, G. F., Zaide, S. M., & Rizal, J. (1997). *Jose Rizal: buhay, mga ginawa at mga sinulat ng isang henyo, manunulat, siyentipiko, at pambansang bayani*. All Nations.



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*



# Course Modules in RZL1000: Life, Works, and Writing of Rizal

## MODULE 4:

**Topic: Family, Childhood, and  
Early Education of Rizal**



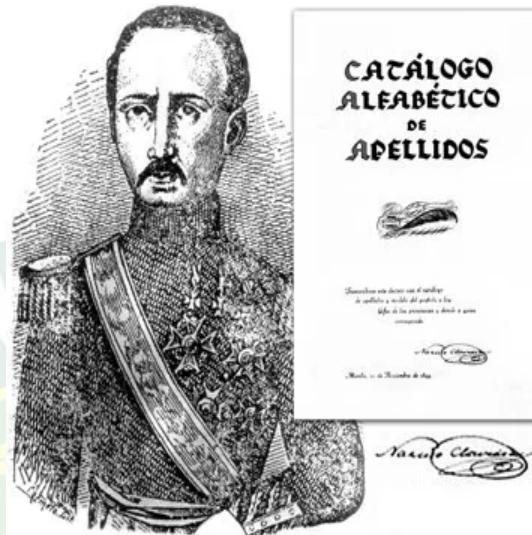
<b>Week Number</b>	5
<b>Chapter/Unit Number</b>	4
<b>Topic Title</b>	<b>Family, Childhood, and Early Education of Rizal</b> a. Family b. Childhood c. Education d. Rizal's Influences with his love for the country
<b>Course Outcomes</b>	CO4. Recognize the important events during Rizal's childhood that influenced the formation of his character.
<b>Intended Learning Outcomes</b>	At the end of the chapter, the students will be able to: 1. Familiarize to the family tree of Rizal. 2. Understand the life of Rizal love for the country through his background.
<b>SDG and KLD REGAL100 Integration</b>	SDG 10: Reduced Inequalities
<b>Discussion</b>	<p style="text-align: center;"><b>CHAPTER 1</b></p> <p><b>Meaning of Rizal's name</b></p> <p><u>"José Protacio Rizal Mercado Y Alonso Realonda"</u></p> <ul style="list-style-type: none"><li>• <b>Jose</b> came from St. Joseph. To give honor to the saint.</li><li>• <b>Protacio</b> came from St. Protacio.</li><li>• <b>Rizal</b> came from the Spanish "Racial" which means green field.</li><li>• <b>Mercado</b> is a family surname of his father and also came from a Spanish word which means market.</li><li>• <b>Alonso</b> maiden surname of Teodora.</li><li>• <b>Realonda</b> is the chosen surname of Teodora Alonso.</li></ul> <p><b>Birth of a Hero</b></p> <ul style="list-style-type: none"><li>• Rizal was born on June 19, 1861 in Calamba, Laguna</li><li>• He was baptized by Fr. Rufino Collantes and his godfather was Fr. Pedro Casanas</li></ul> <p><b>Catálogo Alfabético de Apellidos</b></p> <p>- The surnames of the Filipinos from this catalogue will be their permanent surnames</p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"><li>- To address administrative problem</li><li>- To improve tax collection</li><li>- To population distribution</li></ul>



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

# KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



GOV.GEN. NARCISO CLAVERIA

### Rizal's Family



#### Francisco Mercado Rizal

- Father of Jose Rizal
- He studied Latin and Philosophy at the Colegio de San Jose

#### Teodora Alonso Realonda

- Mother of Jose Rizal
- She studied Business and Literacy" at the Colegio de Santa Rosa



### Rizal and his Siblings

1. **Saturnina** – the eldest among her 10 siblings.
2. **Paciano** – Second eldest among the 10 siblings and the only brother of Jose Rizal. He supported Jose Rizal's education in Europe.
3. **Narcisa** – her nickname is Sisa and a teacher.
4. **Olympia** – She died because of childbirth at the age of 32 years old.
5. **Lucia** – Her husband died and they were not allowed to be given a Christian Burial because she was connected or they were related to Jose Rizal.
6. **Maria** – her nickname is Biang.
7. **Jose** – His nickname is Pepe. He was 7<sup>th</sup> among his siblings.
8. **Conception** – Younger sister of Jose and she died when she was three years old.
9. **Josefa** – Also known as "Panggoy", leader of women's group of Katipunan.
10. **Trinidad** – Jose gave her a lamp with his last poem in it.
11. **Soledad** – the youngest among her 10 siblings and she joined a group that worships Rizal.

### Chapter 2 Rizal's childhood in Calamba

- The young Rizal has a routine of joining the oration and praying with his family.
- His nanny telling stories about the aswang, nuno, and tikbalang.
- His first sadness was the death of his younger sister Concha
- "Ang Kwento ng Gamu-gamo" of all the stories his mother told him, only the story of the moth left a good lesson for him.
- His mother said, "Try not to imitate the little moth. Don't be disobedient or you will get burned."
- At the age of 8, he wrote the poem *Sa Aking mga Kabata* which gives value to the native language and drama about the Calamba festival.

### Influences on Rizal's Youth

1. **Hereditary influence** – traits that he inherited from his ancestors (Malay, Chinese, and Spanish), and his parents.
2. **Environmental influence** – influence of Calamba and his sisters, and religious upbringing, as well as his uncle from his mother side. The execution of GOMBURZA and imprisonment of his mother also leave a long-lasting influence to the younger self of Rizal.
3. **Influence of religion**



	<p style="text-align: center;"><b>Chapter 3</b> <b>Early Education of Rizal in Calamba and Biñan</b></p> <ul style="list-style-type: none"><li>• Rizal started as a homeschooled child and his first teacher was his mother, Doña Teodora Alonso. After a while, Maestro Celestino, Maestro Lucas Padua and Leon Monroy became his teachers before he was sent to proper school by his parents in Calamba.</li><li>• June 1869 - Rizal left Calamba to go to Biñan to study.</li><li>• He was accompanied by his brother Paciano.</li><li>• <b>Justiniano Aquino Cruz</b> - Rizal's teacher in Biñan and Paciano's former teacher.</li><li>• When he first met his teacher, he said that he had little knowledge of Spanish and Latin.</li><li>• Rizal had a fight with Pedro, his teacher's son - the two fought and Pedro lost.</li><li>• <b>Andres Salandanan</b> - He was the one who challenged Jose to arm wrestling</li><li>• He also learned to paint in Biñan.</li><li>• Within a few months, Rizal was ahead of his classmates in Spanish, Latin, and other subjects.</li><li>• Despite Rizal's academic competence, he was beaten by his teacher almost every day because of the accusations against him by his classmates.</li><li>• Rizal completed his studies in Biñan in 1870.</li></ul>
<b>Outcomes-Based Assessment</b>	<p><b>Quiz 2</b> (15-item quiz)</p> <p>Activity. Direction: Watch the documentary about the secret of Rizal's family. You may access the video via this link: <a href="https://www.youtube.com/watch?v=qu4AV5wp5OY&amp;t=1s">https://www.youtube.com/watch?v=qu4AV5wp5OY&amp;t=1s</a> <a href="https://www.youtube.com/watch?v=kb_T7rp0IG4">https://www.youtube.com/watch?v=kb_T7rp0IG4</a></p>

**References/Resources:**

- Espina-Clemente, J. (2019). *The life and works of RIZAL*.  
Wani-Obias, R. et al., (2024). *The life and works of Jose Rizal*.

**Other Suggested Readings:**

- Zaide, G. F., Zaide, S. M., & Rizal, J. (1997). *Jose Rizal: buhay, mga ginawa at mga sinulat ng isang henyo, manunulat, siyentipiko, at pambansang bayani*. All Nations.

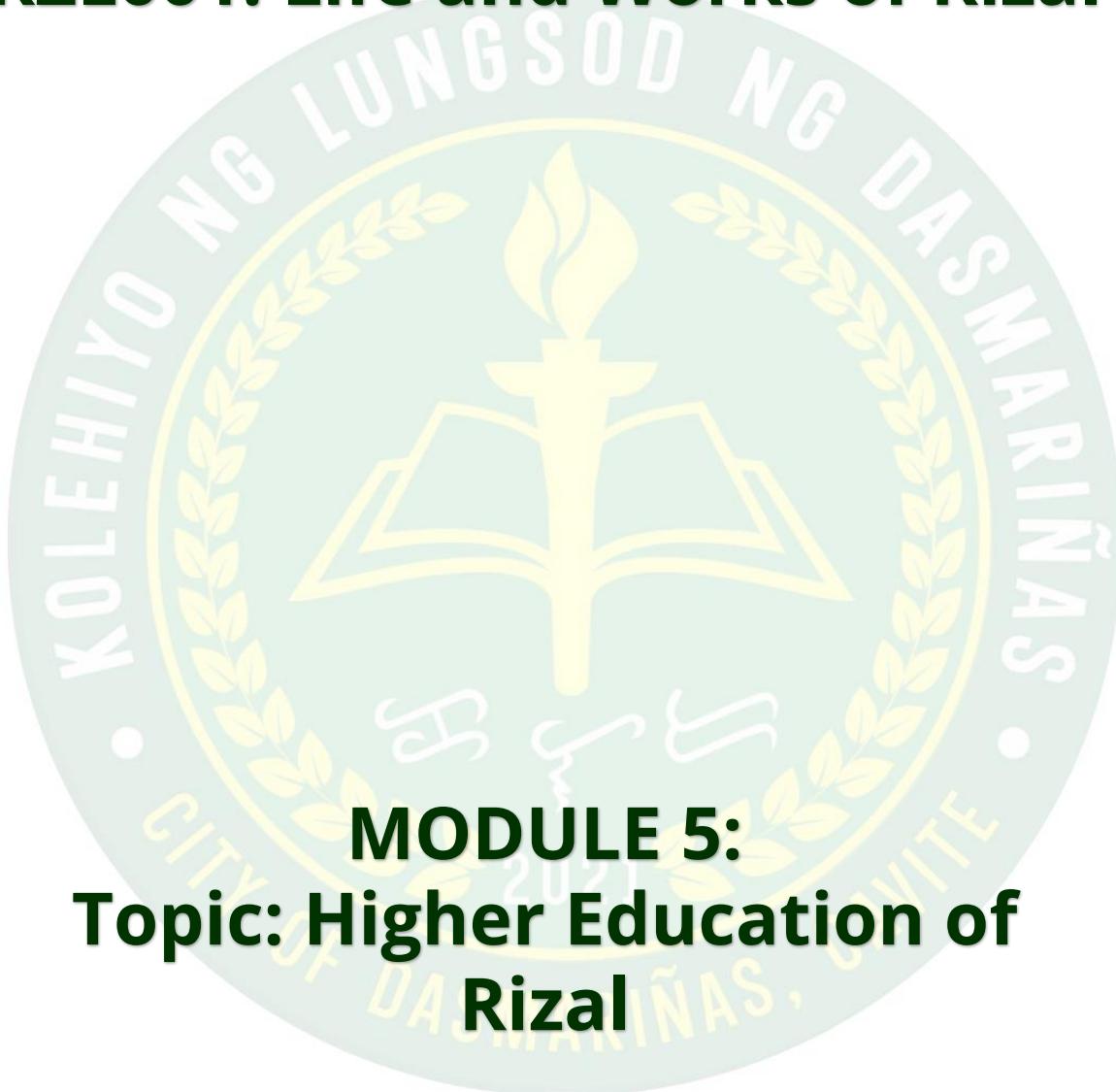


REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

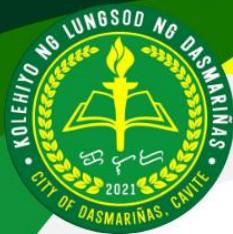
**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*



# Course Modules in **RZL001: Life and Works of Rizal**



## **MODULE 5:** **Topic: Higher Education of** **Rizal**



<b>Week Number</b>	6
<b>Chapter/Unit Number</b>	6
<b>Topic Title</b>	<b>Higher Education of Rizal</b> <ul style="list-style-type: none"><li>• Ateneo de Manila</li><li>• University of Santo Tomas</li></ul>
<b>Course Outcomes</b>	CO5: Assess Rizal's scholastic performance and criticize his philosophy on education.
<b>Intended Learning Outcomes</b>	LO1. Know the scholastic achievements and trumps in life.
<b>SDG and KLD REGAL100 Integration</b>	SDG 4: Quality Education
<b>Discussion</b>	<p><i>The Higher Education of Jose Rizal: Ateneo Municipal and UST</i></p> <p><u><a href="#">Jose Rizal at the Ateneo Municipal de Manila (1872–1877)</a></u></p> <p>Rizal's years at the Ateneo Municipal de Manila, run by the Jesuits, marked a period of extraordinary intellectual and artistic blossoming. The school, a prestigious college for boys, was formerly known as the Escuela Pia (Charity School).</p> <p>Enrollment and Initial Challenges</p> <ul style="list-style-type: none"><li>• Rizal, accompanied by his brother Paciano, first traveled to Manila on July 10, 1872, to take the entrance exam at the rival institution, Colegio de San Juan de Letran. Although he passed, his father, Don Francisco, changed his mind and decided to enroll Jose at Ateneo Municipal.</li></ul>  <p>LETAN COLLEGE</p> <p>San Juan De Letran</p>  <p>Ateneo Municipal</p>

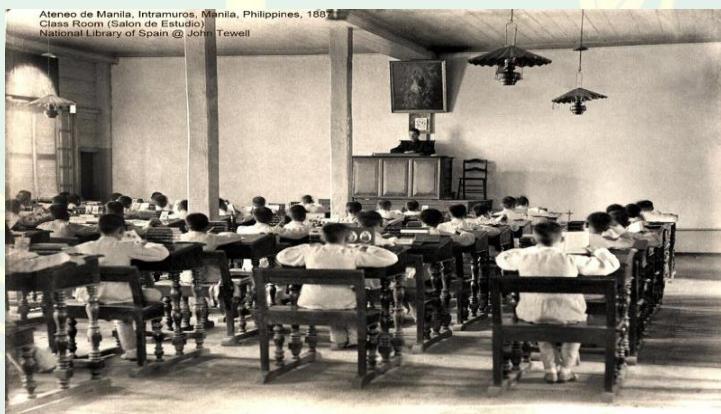


- Rizal almost did not gain admission to the Ateneo for two reasons: he was late for registration and he was deemed sickly and too small for his age at eleven years old. He was finally admitted through the intercession of Manuel Xerex Burgos, the nephew of the martyred secular priest Father Jose Burgos. It was during this time that Jose first adopted the surname "Rizal" to avoid suspicion, as the surname "Mercado" was becoming notorious due to Paciano's known liberal and anti-friar sentiments.

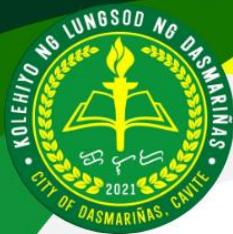
#### Academic System and Triumphs

The Jesuit educational system at Ateneo fostered intense competition among students, who were divided into two groups:

1. Roman Empire: Composed of internos (boarders who lived inside the Ateneo compound).
2. Carthaginian Empire: Composed of externos (day students who lived outside the compound). Rizal was initially a member of the Carthaginian Empire.
- Students vied for five ranks within their "empires": Emperor, Tribune, Decurion, Centurion, and Standard-Bearer.



Year at Ateneo	Key Events and Achievements
First Year (1872-1873)	His first professor was Father Jose Bech. Despite being placed at the bottom of the class, he rapidly rose to become Emperor. He took private Spanish lessons at Santa Isabel



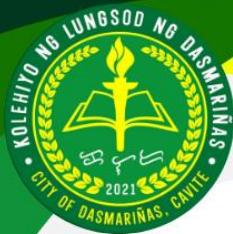
	College to improve his Castilian. He finished the year in second place with an <i>Excellent (Sobresaliente)</i> grade.
Second Year (1873-1874)	He regained the rank of Emperor. His mother, Teodora, was released from prison, an event Rizal had optimistically prophesied. His interest in reading flourished, particularly with the novel <i>The Count of Monte Cristo</i> .
Third Year (1874-1875)	His academic focus slightly waned, and he only won one medal in Latin.
Fourth Year (1875-1876)	He was inspired to study harder by his favorite professor, Father Francisco de Paula Sanchez, who became his friend and mentor. He excelled once more, winning five medals at the end of the school year.
Last Year (1876-1877)	Rizal was lauded as the "pride of the Jesuits". He graduated with the degree of Bachelor of Arts (A.B.) with Highest Honors ( <i>Sobresaliente</i> ) on March 23, 1877, at the age of 16.

#### Extracurriculars and First Love

- In addition to academics, Rizal was a member of a Religious Society (the Marian Congregation), engaged in physical activities like gymnastics and fencing, and honed his artistic talents in painting and sculpture. He carved the famous image of the Sacred Heart of Jesus upon the request of Father Leonart.



- His time at Ateneo also saw his first love, Segunda Katigbak, a 14-year-old Batangueña who was already engaged to Manuel Luz.



### Jose Rizal at the University of Santo Tomas (1877–1882)

Rizal's academic path (the Jesuits), was markedly different from his time at Ateneo.



### **Courses and Mother's Opposition**

His mother, Doña Teodora, was initially opposed to his pursuit of higher education, fearing that increased knowledge would endanger his life at the hands of the Spaniards (a foreboding confirmed by the fate of the GOMBURZA). However, his father, Don Francisco, and Paciano supported his studies.

1. **Philosophy and Letters (1877-1878):** Rizal enrolled in this course first, primarily because it was his father's choice.
2. **Surveying Course (Ateneo):** While in his first year at UST, he simultaneously completed the vocational course in surveying (*perito agrimensor*) at the Ateneo, passing the final examination at age 17. However, the title was not granted until 1881 due to his age. He remained deeply loyal to the Ateneo.
3. **Medicine (1878-1882):** After his first year, Rizal shifted to Medicine, specifically **Ophthalmology**, upon the advice of Father Pablo Ramon, Rector of the Ateneo. His primary motivation was to cure his mother, who was then suffering from failing eyesight.

### **Academic Performance and Political Consciousness**

Rizal's academic performance at UST was **not as stellar** as his time at Ateneo. Although his grades were still respectable (mostly **Good** and **Very Good**), they were less consistent. The grading system included: **Sobresaliente** (Excellent), **Notable** (Very Good), **Bueno** (Good), and **Aprobado** (Passed).

His struggle was attributed to several factors:

- **Dissatisfaction with the Educational System:** Rizal was unhappy with the atmosphere of education at UST, which he found obsolete and repressive, especially in the sciences.
- **Discrimination:** Filipino students faced rampant bigotry and hostility from Dominican professors and Spanish students.
- **Personal Distractions:** He was at the peak of his youth with many distractions, though he was also busy with his literary works and activism.



### Literary and Political Activities

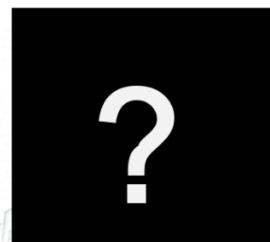
Despite the challenges, Rizal achieved significant acclaim in literary contests:

- **A La Juventud Filipina (To the Filipino Youth, 1879):** This poem won the first prize in a competition by the **Liceo Artístico-Literario** (Artistic-Literary Lyceum). It is considered a classic for its nationalistic theme, encouraging the youth to use their intellect.
- **El Consejo de los Dioses (The Council of the Gods, 1880):** Rizal won the first prize again in a competition to commemorate the fourth centennial of Cervantes' death, but the Spanish community protested a Filipino winning the top literary award.
- In response to the oppression, Rizal founded the secret society **Compañerismo** (Comradeship) to defend Filipino students from abusive Spanish classmates. He himself was a victim of Spanish brutality when a Spanish officer assaulted him with a sword for failing to greet him one night.

### JOSE RIZAL'S ROMANCES

#### **BINIBINING "L"**

- Girl from Calamba
- Not named.
- Nobody knew who she was.



#### **LEONOR VALENZUELA**

- "Orang"
- Exchange letters with an invisible ink.



#### **LEONOR RIVERA**

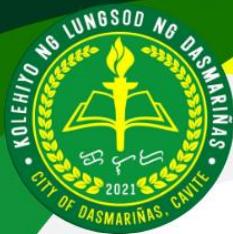
- 13 years old
- His cousin
- Daughter of his uncle, Antonio Rivera.
- **"Taimis"** call sign.



### The Decision to Study Abroad

By the end of his four years in medicine, Rizal had become disillusioned with the rampant discrimination and the obsolete educational methods at UST. This dissatisfaction prompted his decision to secretly leave for Europe in May 1882.

- He did not inform his parents.



	<ul style="list-style-type: none"><li>The trip was supported by his brother <b>Paciano</b>, his sister <b>Saturnina</b>, and a few friends.</li><li>He also did not tell his sweetheart, his cousin <b>Leonor Rivera</b> (whose codename was "Taimis" in their letters). He was also courting <b>Leonor Valenzuela</b> ("Orang"), with whom he exchanged letters in invisible ink.</li></ul>															
<b>Outcomes-Based Assessment</b>	<p>Group Activity: A short video of themselves: "<b>Relate ako sa studyanteng Rizal dahil...</b>"</p> <ol style="list-style-type: none"><li><b>Group Division:</b> The class will be divided into <b>five (5) groups</b>.</li><li><b>Video Length:</b> The final video must be <b>no longer than 90 seconds (1 minute, 30 seconds)</b>.</li><li><b>Individual Time Limit:</b> Each member's speaking segment must be strictly limited to <b>8 to 10 seconds only</b>. This ensures the pace is dynamic and every member's contribution is concise.</li><li>Each member must complete the sentence and briefly explain their connection: "<b>Relate ako sa studyanteng Rizal dahil...</b>" (I can relate to Rizal as a student because...).</li><li>The primary language should be Filipino or English</li></ol> <table border="1"><thead><tr><th>CRITERIA</th><th>DESCRIPTION</th><th>POINTS</th></tr></thead><tbody><tr><td>Historical Connection &amp; Insight</td><td>The connection is specific, profound, and clearly relates to a verifiable experience of Rizal as a student. The interpretation shows deep insight.</td><td>50</td></tr><tr><td>Technical Execution &amp; Timing</td><td>All members are featured, speaking time is strictly within the 8-10 second limit, and the overall video is under 90 seconds. Audio and video quality are high.</td><td>30</td></tr><tr><td>Group Participation &amp; Flow</td><td>All group members clearly contribute, transitions are smooth, and the video demonstrates excellent collaboration and preparation.</td><td>20</td></tr><tr><td>TOTAL</td><td></td><td>100</td></tr></tbody></table>	CRITERIA	DESCRIPTION	POINTS	Historical Connection & Insight	The connection is specific, profound, and clearly relates to a verifiable experience of Rizal as a student. The interpretation shows deep insight.	50	Technical Execution & Timing	All members are featured, speaking time is strictly within the 8-10 second limit, and the overall video is under 90 seconds. Audio and video quality are high.	30	Group Participation & Flow	All group members clearly contribute, transitions are smooth, and the video demonstrates excellent collaboration and preparation.	20	TOTAL		100
CRITERIA	DESCRIPTION	POINTS														
Historical Connection & Insight	The connection is specific, profound, and clearly relates to a verifiable experience of Rizal as a student. The interpretation shows deep insight.	50														
Technical Execution & Timing	All members are featured, speaking time is strictly within the 8-10 second limit, and the overall video is under 90 seconds. Audio and video quality are high.	30														
Group Participation & Flow	All group members clearly contribute, transitions are smooth, and the video demonstrates excellent collaboration and preparation.	20														
TOTAL		100														

**References/Resources:**

**Abad, J. A. (2022).** *The Education of Jose P. Rizal in His Youth*. ResearchGate. This academic paper published in 2022 re-examines Rizal's education and his achievements at Ateneo and UST.



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



### Other Suggested Readings:

Zaide, G. and Zaide, Z. (1983). The Life, work and writing of Genius writer the National Hero. Pagsanjan Org.  
Agoncillo, T. (1961). Rizal and the Philippine revolution. University of East

**Ateneo de Manila University History Section.** Various online materials and institutional history pages continue to affirm and discuss Rizal's time as the "Pride of the Jesuits" and the excellence of the Jesuit educational system of the time. (As seen in Google Search results from recent years).

**University of Santo Tomas (UST) Heritage and Archives.** Institutional materials and historical pages continue to detail Rizal's enrollment in Philosophy and Medicine at the university and the historical context of the period. (As seen in Google Search results from recent years).



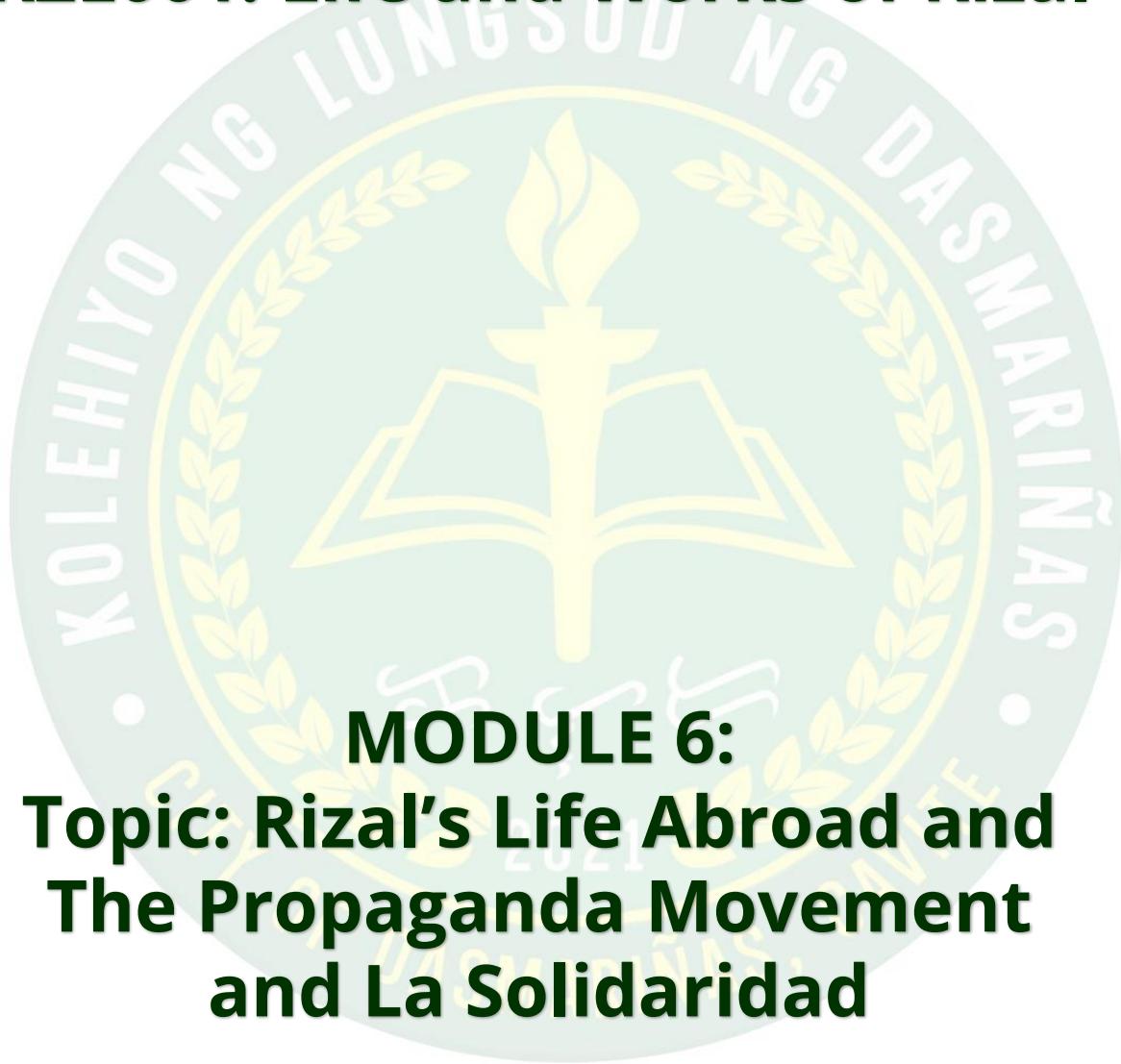


REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*



# Course Modules in **RZL001: Life and Works of Rizal**



## **MODULE 6:** **Topic: Rizal's Life Abroad and The Propaganda Movement and La Solidaridad**



<b>Week Number</b>	7-8
<b>Chapter/Unit Number</b>	7 & 8
<b>Topic Title</b>	<b>Rizal's Life Abroad</b> - Secret Departure for Spain - Life in Europe <b>The Propaganda Movement and La Solidaridad</b> - Amor Patrio in Diariong Tagalog - Speech at Exposicion de Bellas Artes (National Exhibition of Fine Arts) - Letter to the Young Women of Malolos
<b>Course Outcomes</b>	CO5: Assess Rizal's scholastic performance and criticize his philosophy on education.
<b>Intended Learning Outcomes</b>	LO2: Analyze Rizal's experiences abroad that helped shape his nationalist sensibilities. LO3: Recognize the significance and success of Rizal's mission abroad; and LO4: Demonstrate the Rizal's involvement in the Propaganda Movement.
<b>SDG and KLD REGAL100 Integration</b>	SDG 4: Quality Education SDG 16: Peace, Justice and Strong Institutions.
<b>Discussion</b>	<p><b><u>Rizal's Life Abroad</u></b> This module summarizes the experiences, studies, and challenges of José Rizal during his time in Spain.</p> <p><b>Departure and Secret Mission</b> Rizal decided to continue his studies abroad after completing the fourth year of his medicine course at the University of Santo Tomas (UST). His reasons for leaving were:</p> <ul style="list-style-type: none"><li>• He was dissatisfied with the educational environment.</li><li>• The professors insulted Filipinos.</li></ul> <p><b>Secret Departure for Spain (May 1882)</b> Rizal's departure from the Philippines on May 3, 1882, was clandestine, known only to a few individuals who supported his mission: his older brother Paciano, his two sisters, and a few close friends.</p> <p><b>The Secret Mission</b> Rizal's journey was also a <b>secret mission</b>. He intended to study the life, culture, language, customs, industry, commerce, government, and laws of European nations.</p> <p><b>The Voyage to Spain</b></p> <ul style="list-style-type: none"><li>• Rizal's allowance was a ring plus <b>700 pesos</b>.</li><li>• He left letters for several people and received a letter from his brother, Paciano.</li><li>• On <b>May 3, 1882</b>, Rizal sailed from the Pasig River aboard the ship <b>Salvadora</b>.</li></ul>



- The captain of the *Salvadora* was **Donato Lecha**.
- **Stops and Transfers:**
  - Rizal stayed at the **Hotel De La Paz** in Singapore.
  - He transferred to the ship **Djemnah**.
  - His route was:  
Singapore → Point Galle → Colombo → Suez Canal → Naples → Marseilles → **Barcelona**.

#### **Barcelona**

- Rizal arrived in Barcelona on June 16, 1882.
- Rizal initially had a poor impression because he stayed in an unpleasant part of the city, but this changed quickly. He eventually appreciated the city's atmosphere of freedom and liberalism, and found the people to be friendly and respectful. They held a celebratory banquet at Plaza de Cataluña.

#### **Sad News from Home**

Rizal received distressing news from the Philippines:

- Many people were dying from the **cholera** epidemic.
- His sweetheart, **Leonor Rivera**, became withdrawn and thin.
- His father wasn't eating, and his mother was constantly crying.

#### **Life in Madrid**

Rizal moved to **Madrid** and, on **November 3, 1882**, he enrolled in Medicine and Philosophy and Letters at the **Universidad Central de Madrid**.

- He was frugal with his money and avoided vices.
- He dedicated his time to reading and writing, often saving money to buy books.
- Due to financial difficulties back home, he sometimes went to class without breakfast. His family's financial woes were caused by a failed rice harvest and increased rent on their farmlands. His brother, Paciano, even had to sell their horse, resulting in inconsistent money remittances.



#### **Romance with Consuelo Ortiga y Pérez**

Rizal was briefly attracted to **Consuelo Ortiga y Pérez**, who was captivated by his charisma, talent, and gentlemanly demeanor.

- Rizal wrote her a poem titled "**A La Señorita**".
- Their romance ended due to two reasons (not specified in the source).

**Exposure to Liberalism:** Living in Madrid exposed Rizal to **liberal ideas**, particularly the value of individual freedom of expression and religion. This led



him to join the **Masonry** (Masonic Lodge Acacia in 1883) to seek allies in his struggle against Spanish tyranny and the abuses of the friars.

### Academic Degrees in Spain

Rizal achieved several degrees during his studies:

- **Licentiate in Medicine:** June 21, 1884.
- **Degree of Doctor of Medicine:** 1884–1885.
- **Philosophy and Letters:** June 19, 1885, where he was recognized as "The Best".

### Diploma Issue and Career Prospects

Rizal did not receive his diploma for the Doctorate in Medicine because he failed to present his required thesis and had not yet paid the necessary school fees. Though he was academically qualified to become a professor, no school would accept him due to his brown skin and his identity as an Asian.

### Germany (1886)

- In Heidelberg, Rizal specialized in ophthalmology. He corresponded with European scholars like **Dr. Ferdinand Blumentritt**, which rapidly increased his knowledge of Filipino history and ethnology. His interest in Philippine national culture was significantly awakened during his stay in Germany. In Berlin (November 1886), he completed and published his first novel, ***Noli Me Tangere*** (1887), which harshly criticized Spanish rule and corrupt religious officials.

### The Propaganda Movement and La Solidaridad

The Propaganda Movement (1880s–1890s) was a peaceful campaign for reforms in the Philippines, carried out primarily by Filipino *ilustrados* (enlightened ones) who had taken refuge in Europe.



### ***Key Features of the Propaganda Movement***

#### Aims:

- To make the Philippines a province of Spain.
- To secure equal treatment under the law for Filipinos and Spaniards.
- To restore Filipino **representation** in the Spanish Cortes (Parliament). ***La Solidaridad***



Founded by **Graciano Lopez Jaena** in Barcelona in 1888. It was the principal organ of the movement, urging reforms in both religion and government. Rizal was one of its foremost contributors.

**Other Propagandists:** Marcelo H. del Pilar, Graciano Lopez Jaena, Antonio Luna, and Mariano Ponce.

### ***Amor Patrio in Diariong Tagalog (1882)***

Shortly after arriving in Spain, Rizal swiftly engaged in journalism, writing for **Diariong Tagalog**, the first Spanish-Tagalog newspaper in the Philippines.



- **El Amor Patrio** (The Love of Country). He wrote the essay under the pseudonym "Laong Laan" (Ever Prepared).
- The article was published in *Diariong Tagalog* by **Basilio Teodoro Moran**.
- Published on August 20, 1882, the essay was a profoundly nationalistic work that stressed that loving one's country was the most sublime sentiment a person could possess. Rizal challenged Filipinos to be willing to sacrifice their welfare, youth, and

even their lives for their homeland, promising two immense fortunes in return: liberty and glory.

- It was Rizal's first overtly nationalistic writing in Europe and instantly brought him attention, raising concerns among Spanish officials back home.

### ***Speech at Exposicion de Bellas Artes (National Exhibition of Fine Arts, 1884)***

On June 25, 1884, Rizal delivered a controversial and powerful toast speech at a banquet in Madrid celebrating the triumphs of two Filipino painters at the National Exhibition of Fine Arts.



SPOLARIUM by Juan Luna



Las Virgenes Cristianas Expuestas al Populacho by Felix Hidalgo

- Rizal emphasized that "**genius has no country**," arguing that talent and excellence can emerge anywhere, regardless of race. He praised Luna and Hidalgo for bringing honor to both Spain and the Philippines.
- Rizal used the occasion, in the presence of Spanish politicians, to call for **reforms** and to subtly denounce the "**purblind pygmies**" and "sickly



wet-nurses" (a veiled reference to the friars and corrupt Spanish officials) who opposed progress and the education of Filipinos. He proclaimed that the Filipino race was awakening, "urged by the electric shock produced by contact with the Western peoples," and was now clamoring for light and civilization.

- The speech was a bold, public declaration of Filipino intellectual capability and a call for equal rights, strengthening the Propaganda Movement's core message of assimilation and justice.

#### **Letter to the Young Women of Malolos (1889)**



Written in Tagalog while Rizal was in London, this letter was a response to Marcelo H. del Pilar's request to write to a group of 20 young women from Malolos, Bulacan. These women had petitioned Governor-General Valeriano Weyler for permission to open a night school to study Spanish, a move opposed by the local friar.

- The women initially had their petition denied but persisted and eventually secured government approval. Rizal saw their struggle as a powerful act of agency and bravery.
- The letter centers on the importance of reason and dignity for Filipino women and mothers.
- He urged women to reject the spiritual authority of corrupt friars and use their private judgment and reason in matters of religion.
- He stressed the profound importance of mothers, arguing that whatever a mother shows to her children is what the children will become. Mothers should raise children with a love of God, country, and fellowmen, and teach them to prefer death with honor than life with dishonor (like the Spartan mothers).
- He advised young women to choose husbands based on a manly heart, high spirit, and a noble name, not merely on appearances.



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



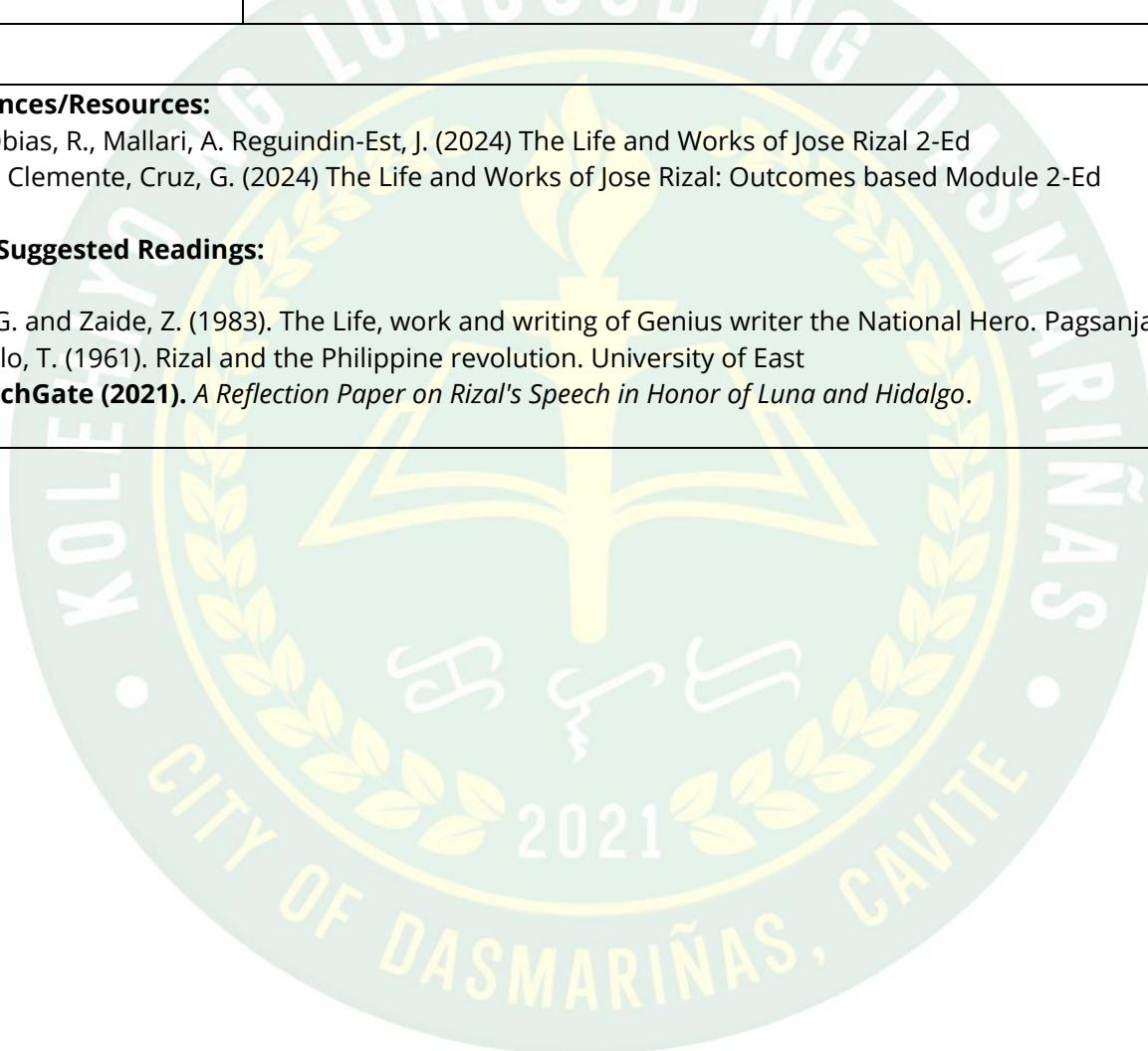
	<p>It is Rizal's seminal work on women's rights and education, emphasizing that an enlightened citizenry requires enlightened mothers. It views women as allies in the betterment of the Filipino nation.</p>
<b>Outcomes-Based Assessment</b>	<p><b>Watch the film, Bayaning 3rd World (2000), directed by Mike De Leon.</b> You can watch the film on this link: <a href="https://www.youtube.com/watch?v=DURT3VsIXp4">https://www.youtube.com/watch?v=DURT3VsIXp4</a> (Questions about the film will be asked during onsite classes.)</p>

### References/Resources:

Wani-Obias, R., Mallari, A. Reguindin-Est, J. (2024) The Life and Works of Jose Rizal 2-Ed  
Espina- Clemente, Cruz, G. (2024) The Life and Works of Jose Rizal: Outcomes based Module 2-Ed

### Other Suggested Readings:

Zaide, G. and Zaide, Z. (1983). The Life, work and writing of Genius writer the National Hero. Pagsanjan Org.  
Agoncillo, T. (1961). Rizal and the Philippine revolution. University of East  
ResearchGate (2021). *A Reflection Paper on Rizal's Speech in Honor of Luna and Hidalgo.*



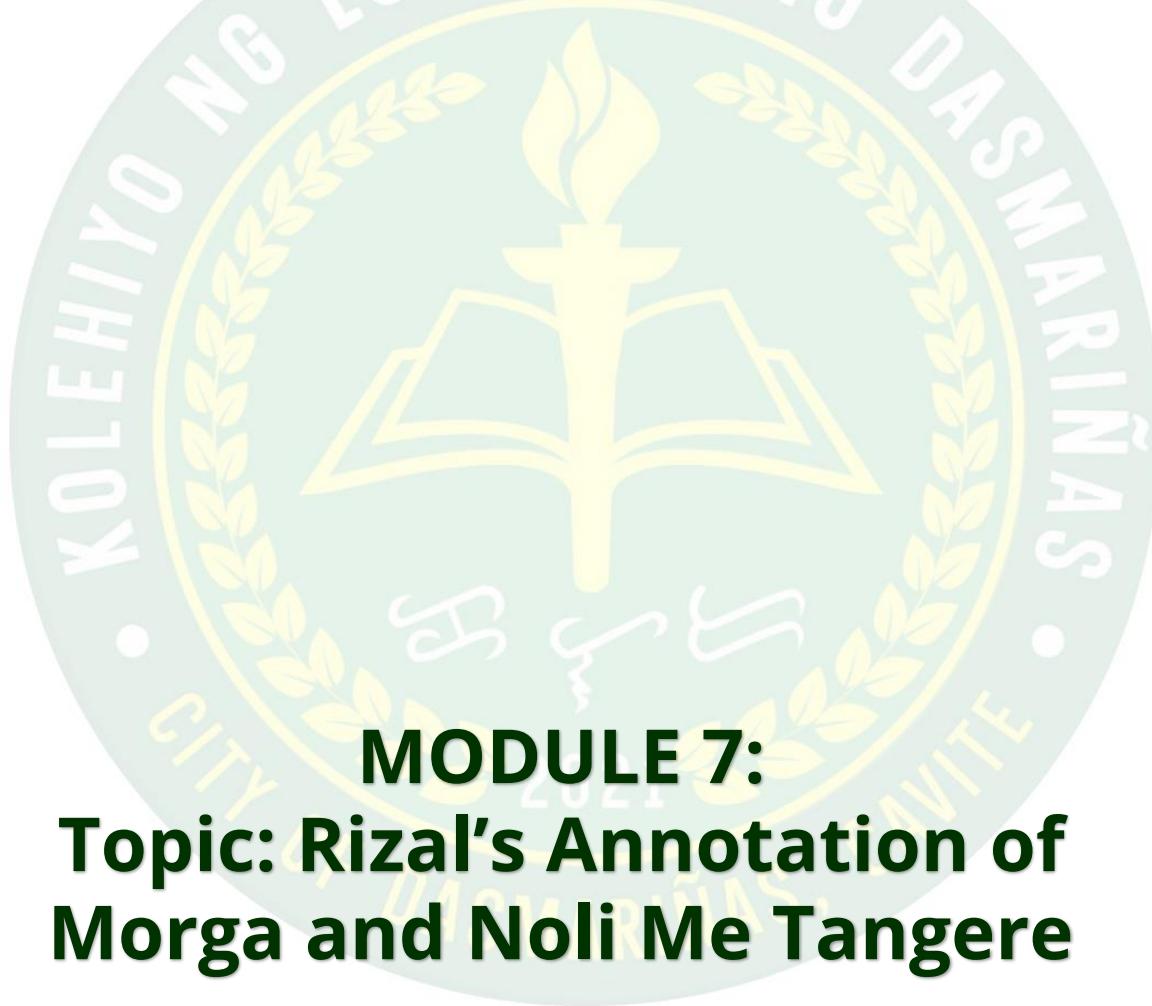


REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*

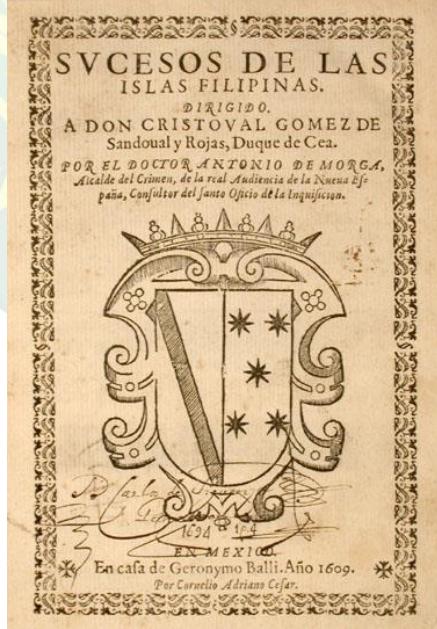


# Course Modules in **RZL001: Life and Works of Rizal**



## **MODULE 7:** **Topic: Rizal's Annotation of Morga and Noli Me Tangere**



<b>Week Number</b>	10-11
<b>Chapter/Unit Number</b>	10 & 11
<b>Topic Title</b>	<p><b>Rizal's Annotation of Morga</b></p> <ul style="list-style-type: none"> <li>- Sucesos de las Islas Filipinas by Antonio de Morga</li> </ul> <p><b>Noli Me Tangere</b></p> <ul style="list-style-type: none"> <li>- The Writing of the "Noli"</li> <li>- The Author's Dedication</li> <li>- The "Noli" Based on the Truth</li> <li>- Synopsis of the "Noli"</li> <li>- Missing Chapter of the "Noli"</li> </ul>
<b>Course Outcomes</b>	CO6. Analyze the significance of Rizal's Noli me Tangere and El Filibusterismo
<b>Intended Learning Outcomes</b>	<p>LO1: Rationalize Rizal's ideas about the Philippine history.</p> <p>LO2: Recognize important characters in the novel and identify their symbolic representations as used by Rizal in the novel.</p> <p>LO3: Analyze the Philippine situation through the examples provided in the novel.</p> <p>LO4: Recognize important characters in the novel and identify their symbolic representations as used by Rizal in the novel.</p> <p>LO5: Analyze the Philippine situation through the examples provided in the novel.</p>
<b>SDG and KLD REGAL100 Integration</b>	<p>SDG 4: Quality Education</p> <p>SDG 16: Peace, Justice and Strong Institutions</p>
<b>Discussion</b>	<p><b><i>Rizal's Annotation of Sucesos de las Islas Filipinas</i></b></p>  <p>Antonio de Morga's <i>Sucesos de las Islas Filipinas</i> (<i>Historical Events of the Philippine Islands</i>), published in Mexico in 1609, was a historical chronicle from the Spanish colonial perspective. Rizal's work, completed in the British Museum in London and published with his annotations in Paris (1890), was a monumental step in reclaiming Filipino identity.</p> <p>Rizal, guided by the historian Dr. Ferdinand Blumentritt, chose Morga's account because Morga was a layman (not a friar) and was considered more objective than the religious chroniclers, making his work a rare and unbiased source describing the 16th-century Philippine setup before the height of Spanish repression.</p>



Rizal's threefold objective:

1. To awaken the Filipino consciousness regarding their pre-colonial culture and history.
2. To counter the narrative that the Philippines was a "desolate" land with "inferior" people before the Spanish arrival. Rizal's use of footnotes effectively told a "counter-history" on the same page, juxtaposing the Spanish view with the Filipino reality.
3. To prove that Filipinos already possessed an advanced civilization, culture, and governance system (judicial and legislative) and were not, as the Spaniards claimed, brought out of ignorance by colonization.

By annotating Morga, Rizal sought to establish that the destruction and demoralization of Filipino culture occurred during colonization, not before it. His work was a powerful weapon of the Propaganda Movement, providing a historical foundation for a distinct national identity and pride that rejected the colonial narrative of inferiority.

#### **Noli Me Tangere (1887)**

The novel *Noli Me Tangere* (Latin for "**Touch Me Not**") is Rizal's most famous and politically charged work. Published in Berlin, it is considered the catalyst for Filipino nationalism and the eventual revolution.



#### **The Writing of the "Noli"**

- Rizal was inspired by **Harriet Beecher Stowe's Uncle Tom's Cabin**, which exposed the abuse of black slaves in America. He resolved to write a novel that would expose the injustices and corruption in the Philippines, particularly those committed by the Spanish friars.
- The first half was written in Madrid (1884-1885), the remainder in Paris and Germany. He faced dire financial difficulties during its final editing and printing in Berlin.

#### **The Author's Dedication**

Rizal's dedication is addressed "**To My Fatherland**" (A Mi Patria). He likens the Philippines to a patient suffering from a "**social cancer**" (*el cancer social*) that is so malignant that the slightest touch causes sharp pain.

- The dedication states his purpose is to "reproduce thy condition faithfully, without discriminations," lifting the veil of evil by sacrificing to truth everything, even vanity itself. He wanted to expose this "cancer" (the societal injustices, corruption, and fanaticism) so that a cure could



be found, much like the ancients exposed their sick on temple steps for public remedy.

### The "Noli" Based on the Truth

The novel is a work of social realism, deeply rooted in the political and historical realities of 19th-century Philippines.

- It is a scathing indictment of the colonial government and the Catholic Church. It depicts real-life issues such as the friars' power being superior to that of the Governor-General, social issues, and injustice.
- The characters and events symbolize various facets of Filipino society:
- **Crisostomo Ibarra**- The educated, wealthy Filipino youth whose liberal ideals for reform are crushed by Spanish oppression.
- **Elias**- The noble revolutionary whose call for radical change contrasts with Ibarra's desire for peaceful reform.
- **Sisa**- The poor peasant woman who goes mad after losing her two sons, Basilio and Crispin, symbolizes the suffering Motherland (*Inang Bayan*).
- **María Clara**- The fiancée of Ibarra, often seen as symbolizing the innocent, oppressed, and pure Filipino nation.
- 

### Synopsis of the "Noli"

The novel revolves around Crisostomo Ibarra, a young, wealthy *mestizo* who returns to the Philippines after seven years of study in Europe.

#### 1. The Tragedy of Don Rafael

Ibarra attends a welcome dinner and learns from Lieutenant Guevara that his respected father, **Don Rafael Ibarra**, died in prison after a series of injustices, including being accused of killing a tax collector, and that his grave was later desecrated by the parish priest, **Padre Dámaso**.

#### 2. The Quest for Reform

Despite his desire for revenge, Ibarra chooses the path of peace, seeking to honor his father's memory by establishing a **modern school** in his hometown of San Diego, hoping to enlighten his countrymen.

#### 3. Conflict and Excommunication

Ibarra faces immediate opposition from the corrupt forces of the Church and government, led by Padre Dámaso and Padre Salvi. During a fiesta, Padre Dámaso insults Don Rafael's memory, leading Ibarra to attack the friar, resulting in Ibarra's excommunication and his engagement to María Clara being broken.

#### 4. The Fateful Incident

A failed uprising, orchestrated by Ibarra's enemies but pinned on him, leads to his imprisonment. He escapes with the help of Elias. In the final confrontation, Elias sacrifices himself to save Ibarra, urging him to pursue the fight and telling the boy Basilio to keep the flame of freedom burning.

### Missing Chapter of the "Noli"



	<p>The novel, as printed, has 63 chapters and an epilogue. However, Rizal deleted one entire chapter from the original manuscript due to financial constraints (to reduce printing costs).</p> <ul style="list-style-type: none"><li>• The deleted chapter is titled "<b>Elias and Salome</b>".</li><li>• This chapter served as a continuation of an earlier chapter and detailed a romantic conversation between the rebel Elias and his lover, Salome. Salome urges Elias to move to Mindoro to live with her relatives for safety, but Elias refuses, stating he cannot allow her to be entangled in his tragic and troubled life. He tells her to find an honorable man she truly deserves.</li><li>• Its deletion did not affect the main storyline of Ibarra and María Clara but showed a deeper, more personal dimension of the noble Elias, a character Rizal later regretted killing off.</li></ul>															
<b>Outcomes-Based Assessment</b>	<p>Activity: Editorial cartooning on the interpretation of Rizal's Annotation of Morga</p> <ul style="list-style-type: none"><li>• <b>Medium:</b> Digital (preferred) or Traditional (clean drawing paper, minimum A4 size).</li><li>• <b>Color:</b> Use of color is highly encouraged to enhance symbolism and visual impact.</li><li>• <b>Add a Caption/Title:</b> Provide a catchy title for your cartoon and a short, powerful caption (20 words maximum) that summarizes your main argument.</li></ul> <table border="1"><thead><tr><th>CRITERIA</th><th>DESCRIPTION</th><th>POINTS</th></tr></thead><tbody><tr><td>Historical Content &amp; Interpretation</td><td>Does the cartoon accurately capture Rizal's main thesis in relation to Morga's text?</td><td><b>40</b></td></tr><tr><td>Symbolic Representation &amp; Technique</td><td>Are symbols, visual metaphors, and labels clear, clever, and effective in conveying the message? The use of visual critique and irony is well-executed.</td><td><b>30</b></td></tr><tr><td>Artistic Quality &amp; Clarity</td><td>The artwork is neat, well-composed, and easily readable. Lines are clean, and the text (if any) is legible. The overall design supports the message without clutter.</td><td><b>15</b></td></tr><tr><td>Impact, Message, and Relevance</td><td>How effectively does the cartoon deliver its punch? Does the title and caption enhance the message? Does it elicit a strong emotional response?</td><td><b>15</b></td></tr></tbody></table>	CRITERIA	DESCRIPTION	POINTS	Historical Content & Interpretation	Does the cartoon accurately capture Rizal's main thesis in relation to Morga's text?	<b>40</b>	Symbolic Representation & Technique	Are symbols, visual metaphors, and labels clear, clever, and effective in conveying the message? The use of visual critique and irony is well-executed.	<b>30</b>	Artistic Quality & Clarity	The artwork is neat, well-composed, and easily readable. Lines are clean, and the text (if any) is legible. The overall design supports the message without clutter.	<b>15</b>	Impact, Message, and Relevance	How effectively does the cartoon deliver its punch? Does the title and caption enhance the message? Does it elicit a strong emotional response?	<b>15</b>
CRITERIA	DESCRIPTION	POINTS														
Historical Content & Interpretation	Does the cartoon accurately capture Rizal's main thesis in relation to Morga's text?	<b>40</b>														
Symbolic Representation & Technique	Are symbols, visual metaphors, and labels clear, clever, and effective in conveying the message? The use of visual critique and irony is well-executed.	<b>30</b>														
Artistic Quality & Clarity	The artwork is neat, well-composed, and easily readable. Lines are clean, and the text (if any) is legible. The overall design supports the message without clutter.	<b>15</b>														
Impact, Message, and Relevance	How effectively does the cartoon deliver its punch? Does the title and caption enhance the message? Does it elicit a strong emotional response?	<b>15</b>														



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



		emotional or intellectual response from the viewer?	
	TOTAL		100

### References/Resources:

- Wani-Obias, R., Mallari, A. Reguindin-Est, J. (2024) The Life and Works of Jose Rizal 2-Ed  
Espina- Clemente, Cruz, G. (2024) The Life and Works of Jose Rizal: Outcomes based Module 2-Ed  
Guerrero, L. (2021) Translation of Jose Rizal's Noli Me Tangere. [https://www.perlego.com/book/2748331/noli-me-tangere-pdf?queryID=70f763fc4149df6a33ed9d88d2c1224f&index=prod\\_BOOKS&gridPosition=8&searchType=title](https://www.perlego.com/book/2748331/noli-me-tangere-pdf?queryID=70f763fc4149df6a33ed9d88d2c1224f&index=prod_BOOKS&gridPosition=8&searchType=title)

### Other Suggested Readings:

- Zaide, G. and Zaide, Z. (1983). The Life, work and writing of Genius writer the National Hero. Pagsanjan Org.  
Agoncillo, T. (1961). Rizal and the Philippine revolution. University of East





REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*



# Course Modules in **RZL001: Life and Works of Rizal**



## **MODULE 8:** **Topic: Indolence and the Spanish Colonial Rule and Rizal's Abandonment of Assimilation**



<b>Week Number</b>	12
<b>Chapter/Unit Number</b>	12 & 13
<b>Topic Title</b>	<b>Indolence and the Spanish Colonial Rule</b> <ul style="list-style-type: none"><li>• Sobre La Indolencia de los Filipinos</li><li>• Los Agricultores Filipinos</li></ul> <b>Rizal's Abandonment of Assimilation</b> <ul style="list-style-type: none"><li>• Rizal-Del Pilar Rivalry</li><li>• Rizal Abdicates His Leadership</li></ul>
<b>Course Outcomes</b>	CO6. Analyze the significance of Rizal's <i>Noli me Tangere</i> and <i>El Filibusterismo</i>
<b>Intended Learning Outcomes</b>	LO6: Assess the presumed indolence of the Filipinos and its correlation to the inferiority of Filipinos to the Spanish colonizers. LO7: Analyze the events that prompted Rizal to consider other means of achieving justice and demanding reforms from Spanish.
<b>SDG and KLD REGAL100 Integration</b>	SDG 4: Quality Education SDG 16: Peace, Justice and Strong Institutions
<b>Discussion</b>	<b>Indolence and Spanish Colonial Rule</b> <b>Introduction:</b> The discussion concerning the alleged " <b>indolence</b> " of the Filipino people during the Spanish colonial era forms one of the most significant intellectual critiques of colonial governance in Philippine history. This narrative was dominated by the Spanish assertion that Filipinos were inherently lazy, a belief often used to justify systemic exploitation and the denial of civil rights. However, the most definitive rebuttal came from the national hero, <b>Dr. José Rizal</b> , in his 1890 essay, " <i>Sobre la indolencia de los filipinos</i> " (On the Indolence of the Filipino). Rizal masterfully dismantled the claim of innate laziness, arguing instead that any seeming lack of diligence was a <b>direct consequence</b> of the oppressive Spanish system. He detailed how debilitating colonial policies—such as the destruction of native industry, the abuses of forced labor ( <b>polo y servicio</b> ), excessive taxation, and the lack of incentive or protection for honest labor—systematically eroded the will to work, making indolence a rational <b>effect</b> rather than a primary <b>cause</b> of the colony's stagnation.  <b>Discussion:</b> <b>Key Points:</b> <ol style="list-style-type: none"><li>1. <b>The Core Argument:</b> Rizal refutes the claim of inherent Filipino laziness, asserting that any perceived lack of diligence is an <b>effect</b>, not a cause, of the Philippines' underdevelopment.</li><li>2. <b>Colonial Mechanisms of Oppression:</b> Rizal identified specific Spanish policies that destroyed the incentive to work, including:<ul style="list-style-type: none"><li>o <b>Polo y Servicio</b> (forced labor) which ruined farms.</li><li>o <b>Lack of protection</b> from raiders, leading to the destruction of property and harvests.</li></ul></li></ol>



REPUBLIC OF THE PHILIPPINES

PROVINCE OF CAVITE

CITY OF DASMARIÑAS

# KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



- **Galleon Trade** monopoly, which discouraged local industry.
  - **Excessive taxes and corruption**, ensuring that the fruits of labor went only to the colonizers.
3. **Indolence as a Rational Response:** Rizal viewed the apparent lethargy as a rational adaptation and a form of self-preservation against an unjust system where hard work was penalized and offered no security or reward.
  4. **The Solution:** Rizal argued that the "cure" for indolence was not punishment, but fundamental reform, specifically through **good education** and granting **political liberty** to restore the Filipinos' incentive and capacity for productive labor.

In short, Rizal successfully turned a derogatory colonial accusation into a powerful **indictment of the Spanish colonial regime's injustice and systemic failure.**

Read the full text through this link:  
[https://drive.google.com/file/d/1Sm6q7fT2UyPV1wr73VigSWA\\_EgHwo4xu/view?usp=sharing](https://drive.google.com/file/d/1Sm6q7fT2UyPV1wr73VigSWA_EgHwo4xu/view?usp=sharing)

## Conclusion

The ultimate conclusion drawn from this discourse is that the perceived laziness of the Filipinos was not an inherent cultural trait, but rather a logical and devastating **consequence of systemic injustice**. By demonstrating how Spanish policies—such as the Galleon Trade, forced labor, institutional corruption, and lack of security—removed all meaningful **incentives** and **rewards** for hard work, Rizal proved that the colonial environment itself was the primary cause of economic and social stagnation.

Therefore, the only viable solution was not further coercion, but the introduction of **political liberty** and **modern, practical education**. Rizal's argument fundamentally shifted the historical debate, establishing that for the Filipino to thrive, the oppressive structures of colonialism had to be dismantled, allowing the native spirit of industry to flourish under a just and equitable system. The essay remains a cornerstone of Philippine nationalism, arguing that self-respect and productivity can only be restored through freedom.

## Rizal's Abandonment of Assimilation

The shift in Dr. José Rizal's political ideology, known as his Abandonment of Assimilation, marks a critical turning point in the history of Philippine nationalism. Initially, Rizal and his fellow *ilustrados* (the Filipino educated elite) of the Propaganda Movement advocated for assimilation—the goal of making the Philippines a regular province of Spain, with Filipinos enjoying the same rights, representation, and equality as Spanish citizens.

However, Rizal gradually became convinced that this goal was futile.

## The Reasons for Rizal's Disillusionment

Rizal's shift from demanding parity with Spain to emphasizing internal development and the necessity of true national self-reliance was driven by several key factors:

### 1. The Futility of the Reform Movement

The most significant reason was the **unwillingness of Spain to enact meaningful reforms** in the Philippines. Years of peaceful campaigning by the *ilustrados* in Madrid, through publications like *La Solidaridad*, were met with indifference, persecution, or bureaucratic



	<p>stonewalling by the Spanish government and powerful conservative forces (especially the friar orders). Rizal became profoundly <b>pessimistic</b> that Spain would ever willingly grant Filipinos equality or justice.</p> <p><b>2. The Calamba Hacienda Case</b></p> <p>The escalating conflict between the Rizal family and the Dominican friars over land rents in <b>Calamba, Laguna</b>, was deeply personal and transformative. The subsequent persecution, eviction, and exile of his family members vividly demonstrated the <b>powerlessness</b> of Filipinos, even the educated and wealthy, against the combined force of the friars and the colonial government. This tragedy convinced him that there could be no justice under the current system.</p> <p><b>3. The Shift in Focus (From Spain to the Philippines)</b></p> <p>Rizal began to realize that true national progress required the <b>Filipino people to look inward</b> rather than outward to Spain. His second novel, <b><i>El Filibusterismo</i></b> (1891), reflected this changed perspective, portraying the disillusionment of the assimilationist ideal (represented by the character Ibarra/Simoun). He cut ties with some reformists in Madrid in 1891, signaling his pivot from political campaigning in Europe to organizing the people in the homeland.</p> <p><b>4. Founding the La Liga Filipina</b></p> <p>Upon his return to the Philippines in 1892, Rizal founded the <b>La Liga Filipina</b> (The Philippine League). This organization's aims—uniting the archipelago, providing mutual protection, and encouraging education, agriculture, and commerce—focused on <b>national development and civic unity</b> from the ground up, rather than political representation in the Spanish Cortes.</p> <p><b>The Legacy of the Abandonment</b></p> <p>Rizal's abandonment of assimilation did not immediately lead to an embrace of armed revolution, which he cautioned against at the time due to the people's unpreparedness. Instead, it led to the realization that national identity and collective strength must be forged domestically first.</p> <p>His establishment of the La Liga Filipina, though short-lived, provided the blueprint for a national organization that influenced Andrés Bonifacio, who used its principles when founding the more radical, separatist Katipunan. Thus, Rizal's disillusionment with assimilation marked the critical transition from the Propaganda Movement (aiming for peaceful reform) to the Revolutionary Movement (aiming for independence).</p>
--	---

<b>Outcomes-Based Assessment</b>	Read the Sobre La Indolencia de los Filipinos through this link: <a href="https://drive.google.com/file/d/1Sm6q7fT2UyPV1wr73VigSWA_EgHwo4xu/view?usp=sharing">https://drive.google.com/file/d/1Sm6q7fT2UyPV1wr73VigSWA_EgHwo4xu/view?usp=sharing</a>
----------------------------------	---

<b>References/Resources:</b>
Wani-Obias, R., Mallari, A. Reguindin-Est, J. (2024) The Life and Works of Jose Rizal 2-Ed
Espina-Clemente, Cruz, G. (2024) The Life and Works of Jose Rizal: Outcomes based Module 2-Ed



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



Guerrero, L. (2021) Translation of Jose Rizal's Noli Me Tangere. [https://www.perlego.com/book/2748331/noli-me-tangere-pdf?queryID=70f763fc4149df6a33ed9d88d2c1224f&index=prod\\_BOOKS&gridPosition=8&searchType=title](https://www.perlego.com/book/2748331/noli-me-tangere-pdf?queryID=70f763fc4149df6a33ed9d88d2c1224f&index=prod_BOOKS&gridPosition=8&searchType=title)

### Other Suggested Readings:

Zaide, G. and Zaide, Z. (1983). The Life, work and writing of Genius writer the National Hero. Pagsanjan Org.  
Agoncillo, T. (1961). Rizal and the Philippine revolution. University of East





REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*



# Course Modules in **RZL001: Life and Works of Rizal**



## **MODULE 9: Topic: El Filibusterismo**



<b>Week Number</b>	13
<b>Chapter/Unit Number</b>	14
<b>Topic Title</b>	<b>El Filibusterismo</b> <ul style="list-style-type: none"><li>● The Printing of El Filibusterismo</li><li>● Dedicated to GomBurZa</li><li>● Synopsis of El Filibusterismo</li><li>● “Noli” and “Fili” Compared</li></ul>
<b>Course Outcomes</b>	CO6. Analyze the significance of Rizal's <i>Noli me Tangere</i> and <i>El Filibusterismo</i>
<b>Intended Learning Outcomes</b>	LO8: Comparison of the characters, plot, and theme of <i>Noli Me Tangere</i> and <i>El Filibusterismo</i> ; and LO9: Realize the importance of youth in nation-building. LO10: Compare and contrast the characters, plot, and theme of <i>Noli Me Tangere</i> and <i>El Filibusterismo</i> ; and LO11: Discuss the importance of youth in nation-building.
<b>SDG and KLD REGAL100 Integration</b>	SDG 4: Quality Education SDG 16: Peace, Justice and Strong Institutions
<b>Discussion</b>	<b>El Filibusterismo</b> <b>El Filibusterismo</b> (often translated as <i>The Reign of Greed</i> or <i>The Subversive</i> ), published in 1891, stands as <b>Dr. José Rizal's</b> powerful and profoundly darker sequel to his first novel, <i>Noli Me Tángere</i> . Dedicated to the memory of the martyred priests GOMBURZA, the novel serves as a scathing and prophetic indictment of the abuses of the Spanish colonial regime. Set thirteen years after the events of the <i>Noli</i> , the story introduces the enigmatic jeweler <b>Simoun</b> , the disguised identity of the disillusioned idealist Crisóstomo Ibarra, who returns not with hopes of peaceful reform, but with a calculated and cynical plot for <b>violent revolution and vengeance</b> . Through subplots involving characters like the suffering student Basilio and the oppressed farmer Cabesang Tales, the novel explores the inescapable corruption and pervasive tyranny that plagued the Philippines. <i>El Filibusterismo</i> is thus a pivotal work in Philippine literature and nationalism, marking Rizal's ultimate <b>abandonment of assimilation</b> and confronting his countrymen with the urgent moral question: whether freedom must be won through bloody insurrection or achieved through suffering and moral virtue.  The story revolves around <b>Simoun</b> , a wealthy and cynical jeweler who is secretly the resurrected <b>Crisóstomo Ibarra</b> , the idealist protagonist from the <i>Noli</i> . After years abroad, Simoun returns to Manila not to reform the system, but to <b>incite a bloody revolution</b> to overthrow the corrupt Spanish colonial government and avenge his past suffering. He influences the Governor-General to intensify corruption and abuse, hoping to push the Filipino masses to the breaking point where they will be forced to take up arms.
	<b>Characters of the novel</b>



Character	Description	Significance
<b>Simoun</b>	The protagonist; a wealthy, mysterious, and influential jeweler. He is secretly <b>Crisóstomo Ibarra</b> (the protagonist of <i>Noli Me Tángere</i> ) who has returned after thirteen years to incite a violent revolution against the colonial regime.	Represents the disillusioned intellectual who advocates for violent revolution out of vengeance and cynicism.
<b>Basilio</b>	The elder surviving son of Sisa from the <i>Noli</i> . Now an aspiring medical student, he knows Simoun's true identity and represents the common man striving for a better life under the system.	Embodies suffering, resilience, and the internal conflict between personal ambition and national duty.
<b>Padre Florentino</b>	A kind, Filipino priest who provides Simoun's final refuge. He is a retired secular priest who lives a humble life.	Represents Rizal's moral and philosophical voice, advocating for freedom achieved through virtue and suffering, not self-serving violence.
<b>Cabesang Tales</b>	A former <i>cabeza de barangay</i> (village chief) and prosperous farmer who is unjustly driven from his land by the friars.	Represents the oppressed Filipino peasant, who, when pushed to the limit, is forced to abandon peaceful living and turn to banditry and revolt.
<b>Juli (Juliana de Dios)</b>	The beautiful, devoted lover of Basilio and the granddaughter of Cabesang Tales. She works as a maid to raise money for her family.	Embodies the tragic sacrifices and helplessness of common women under the colonial power structure, ultimately leading to her tragic fate.
<b>Tano (Carolino)</b>	The son of Cabesang Tales and brother of Juli, forced into military service with the Guardia Civil.	Represents the tragedy of Filipinos being forced to fight against their own people in the service of the oppressors.
<b>Isagani</b>	A young, eloquent, and passionate student, a nephew of Padre Florentino. He is dedicated to the progress of the Philippines.	Represents the idealistic youth who still believe in peaceful reform and the goodness of humanity (he thwarts Simoun's final plot).
<b>Paulita Gómez</b>	Isagani's beautiful, but ultimately pragmatic, girlfriend. She eventually marries the wealthy, Spanish-educated Juanito Peláez.	Represents the materialistic aspects of Filipino society that prioritize wealth and



		security over love and national ideals.
<b>Don Custodio</b>	A prominent, high-ranking, but incompetent Spanish official whose opinions are highly regarded.	Represents the arrogance, superficiality, and endemic poor judgment of the colonial bureaucracy.
<b>Ben-Zayb</b>	A pretentious Spanish journalist and writer who constantly ridicules and misrepresents Filipinos in his articles.	Represents the biased, ignorant, and propagandistic nature of the Spanish-controlled press.
<b>Padre Camorra</b>	A lecherous, abusive friar who represents the unchecked moral corruption and power of the religious orders.	A key symbol of clerical immorality and abuse of power.
<b>Padre Salví</b>	The sinister and manipulative friar from <i>Noli Me Tángere</i> , still in a position of power.	Represents the vengeful, long-lasting influence of the Church's conservative forces.
<b>Outcomes-Based Assessment</b>	<p>Activity: Matching <i>El Filibusterismo</i> Characters to Modern Filipino Archetypes</p> <p>This activity requires you to analyze the roles and significance of key characters from José Rizal's novel, <b><i>El Filibusterismo</i></b>, and match them with contemporary or historical Filipino figures (or established archetypes) who embody similar traits, struggles, or political positions.</p> <p><b>Instructions</b></p> <ol style="list-style-type: none"><li><b>Select Five Key Characters:</b> Choose a minimum of <b>five (5)</b> major or minor characters from <i>El Filibusterismo</i>. Ensure your selection covers a range of political attitudes (e.g., radical, reformist, oppressed, or corrupt).</li><li><b>Identify Modern Match (The Archetype):</b> For each character, identify a <b>well-known contemporary or historical Filipino figure</b> (e.g., politician, activist, journalist, artist, or established social archetype) whose actions, beliefs, or circumstances reflect the character's role in the novel.</li><li><b>Provide Explanation (The Justification):</b> Write a concise explanation (2-4 sentences) detailing <b>why</b> the modern figure or archetype is the best match. The explanation must clearly connect the character's struggle, ideology, or social role in the novel to the corresponding figure's real-world context.</li></ol>	



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*

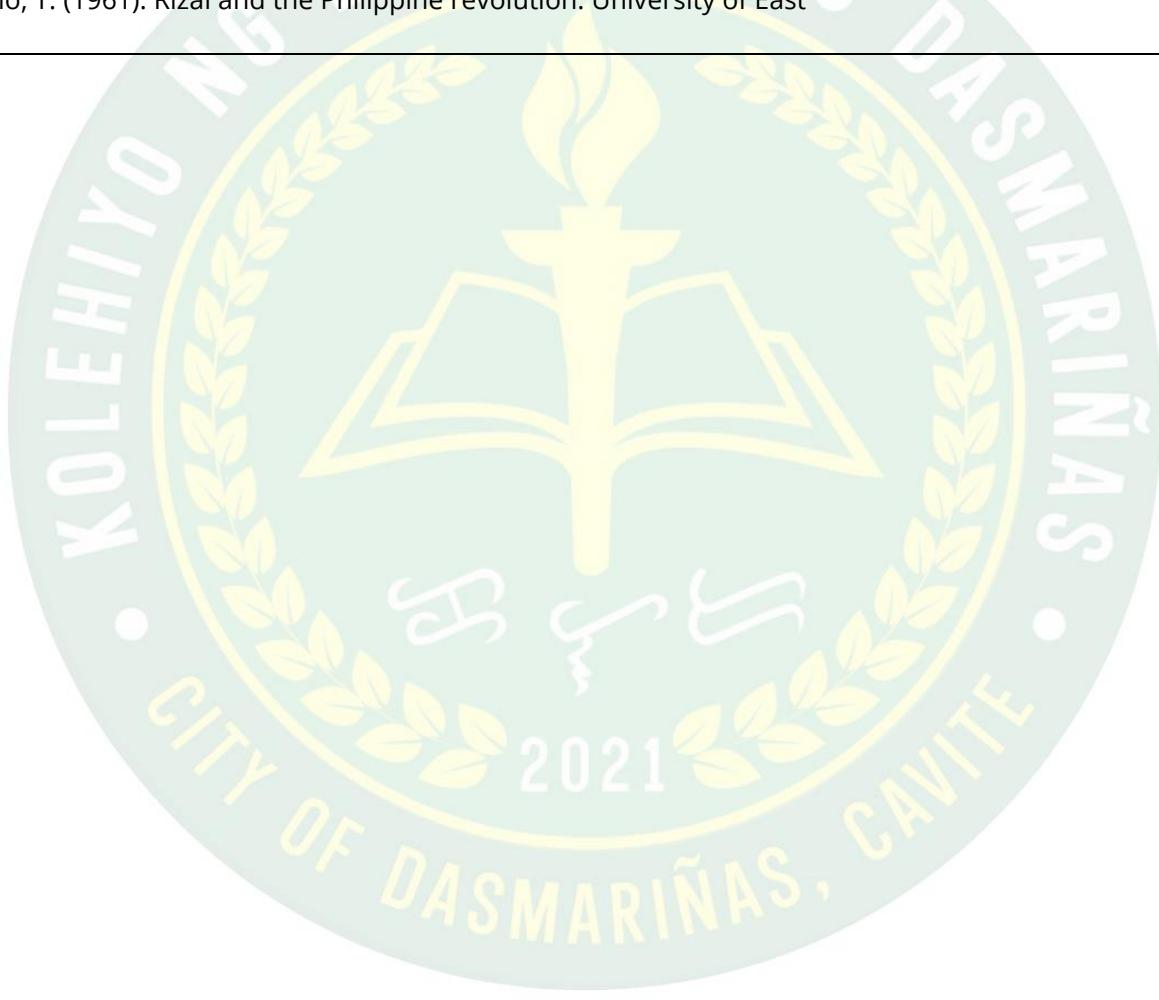


### References/Resources:

- Wani-Obias, R., Mallari, A. Reguindin-Est, J. (2024) The Life and Works of Jose Rizal 2-Ed  
Espina- Clemente, Cruz, G. (2024) The Life and Works of Jose Rizal: Outcomes based Module 2-Ed  
Guerrero, L. (2021) Translation of Jose Rizal's Noli Me Tangere. [https://www.perlego.com/book/2748331/noli-me-tangere-pdf?queryID=70f763fc4149df6a33ed9d88d2c1224f&index=prod\\_BOOKS&gridPosition=8&searchType=title](https://www.perlego.com/book/2748331/noli-me-tangere-pdf?queryID=70f763fc4149df6a33ed9d88d2c1224f&index=prod_BOOKS&gridPosition=8&searchType=title)

### Other Suggested Readings:

- Zaide, G. and Zaide, Z. (1983). The Life, work and writing of Genius writer the National Hero. Pagsanjan Org.  
Agoncillo, T. (1961). Rizal and the Philippine revolution. University of East





REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*



# Course Modules in **RZL001: Life and Works of Rizal**

**MODULE 10:**  
**Topic: Rizal in Dapitan to Bagumbayan**



<b>Week Number</b>	14-15
<b>Chapter/Unit Number</b>	15-17
<b>Topic Title</b>	<p><b>15. Life in Exile</b></p> <ul style="list-style-type: none"><li>• Return to Manila</li><li>• La Liga Filipina</li><li>• Deportation to Dapitan</li><li>• Imprisonment in Fort Santiago</li><li>• Rizal and the Katipunan</li></ul> <p><b>16. Trial and Execution</b></p> <ul style="list-style-type: none"><li>• The Trial of Rizal</li><li>• Martyrdom of a Hero</li></ul> <p><b>17. Rizal's Heroism</b></p> <ul style="list-style-type: none"><li>• Ideals and Philosophies The Transcendental Hero</li></ul>
<b>Course Outcomes</b>	CO7. Appreciate the concepts of Education and Nationalism
<b>Intended Learning Outcomes</b>	LO1: Discuss how Rizal spent "the most productive years of his life in exile. LO2: Recognized the effects of Rizal's execution on Spanish colonial rule and the Philippine revolution; and LO3: Appreciate the relevance of Jose Rizal as national hero to the 21st century Filipinos.
<b>SDG and KLD REGAL100 Integration</b>	SDG 4: Quality Education SDG 16: Peace, Justice and Strong Institutions
<b>Discussion</b>	<p>The Final Years: Rizal's Return, Exile, and Martyrdom</p> <p><b>I. Return to Manila (June 1892)</b></p> <p>After years of campaigning for reforms in Europe, publishing his novels, and experiencing the tragedy of his family's eviction in Calamba, Rizal decided to return to the Philippines despite numerous warnings from friends.</p> <ul style="list-style-type: none"><li>• <b>Motivation:</b> He felt his work and presence were needed on the home front. He intended to establish a civic society and show that a Filipino could return unafraid.</li><li>• <b>The Trap:</b> Spanish authorities, seeing him as a major threat, had already prepared for his arrest.</li></ul> <p><b>II. La Liga Filipina (July 3, 1892)</b></p> <p>Just days after his arrival, Rizal founded a non-violent, civic organization dedicated to national unity and self-improvement.</p> <ul style="list-style-type: none"><li>• <b>Aims:</b><ul style="list-style-type: none"><li>◦ Unite the whole archipelago into a compact, vigorous, and homogeneous body.</li><li>◦ Mutual protection in every want and necessity.</li><li>◦ Defense against all violence and injustice.</li><li>◦ Encouragement of education, agriculture, and commerce.</li></ul></li><li>• <b>Significance:</b> The <i>La Liga</i> marked Rizal's definitive <b>abandonment of assimilation</b> (the goal of becoming a province of Spain). It shifted the focus from begging Spain for reforms to <b>internal, self-reliant development</b> and national unity within the Philippines.</li></ul> <p><b>III. Deportation to Dapitan (July 17, 1892 – July 31, 1896)</b></p>



Only four days after founding the *La Liga Filipina*, Rizal was arrested and ordered to be deported by Governor-General Eulogio Despujol. He was sent to **Dapitan** in the remote province of Zamboanga del Norte, Mindanao, for four years.

- **Life in Exile:** Far from being idle, Rizal utilized his exile as a productive period:
  - **Physician:** He opened a free clinic and treated local residents, including his own mother.
  - **Teacher:** He established a school for local boys, teaching practical skills, science, and languages.
  - **Scientist:** He collected specimens, which he sent to European museums, and discovered several new species.
  - **Engineer/Farmer:** He designed a water system for the town, improved lighting, and developed agricultural lands.
  - **Relationship:** He met and lived with **Josephine Bracken**, an Irish woman who was to be his last love.

#### IV. Rizal and the Katipunan

While Rizal was in Dapitan, the secret, revolutionary society founded by **Andrés Bonifacio**, the **Katipunan**, grew rapidly.

- **Founding:** The Katipunan was formed the night Rizal was deported, using the structure of the now-defunct *La Liga Filipina*.
- **Bonifacio's View:** Bonifacio revered Rizal and saw him as the symbolic leader of the nation. He even sought Rizal's opinion on launching a revolution.
- **Rizal's Stance:** In 1896, Bonifacio sent Pio Valenzuela to Dapitan to inform Rizal of the Katipunan's plans. Rizal **advised against immediate revolution**, arguing that the people were not yet ready, lacked arms, and needed external financial and military support to succeed. He did not endorse the planned uprising.

#### V. Imprisonment in Fort Santiago and Execution (1896)

In July 1896, Rizal's four years of exile ended when his request to serve as a military doctor in Cuba was finally granted.

- **Arrest and Return:** While en route to Spain and then Cuba, the Katipunan revolution broke out in August 1896. Rizal was arrested aboard his ship and sent back to Manila.
- **Trial:** He was imprisoned in **Fort Santiago** and subjected to a military trial. He was charged with **sedition, conspiracy, and rebellion**, despite his efforts to distance himself from the armed uprising.
- **Execution:** On December 30, 1896, Rizal was executed by a firing squad at **Bagumbayan Field** (now Luneta/Rizal Park). His death, however, served as the final catalyst that unified Filipinos and intensified the revolution he had warned against.

#### The Trial and Martyrdom of José Rizal (1896)

1. The Trial of Rizal (November – December 1896)



Rizal's legal ordeal began shortly after he was arrested while en route to Cuba to serve as a military doctor, a trip he had been granted by the Spanish government. He was shipped back to Manila and detained in Fort Santiago.

- The Charges: Rizal was charged with three capital crimes: Rebellion, Sedition, and Conspiracy (Illegal Association). These charges stemmed from the belief that his writings and the *La Liga Filipina* were the direct inspiration and cause of the Katipunan-led revolution that had erupted in August 1896.
- The Investigation: A highly prejudiced and incomplete preliminary investigation was conducted by the Spanish authorities.
- Defense Counsel: Rizal was given a list of names of Spanish officers to choose from for his defense counsel. He selected Lt. Luis Tavel de Andrade, whose brother had served as Rizal's bodyguard in the past.
- The Prejudiced Hearing: The trial was held before a military court. Despite Tavel de Andrade's valiant efforts to defend Rizal, the outcome was predetermined.
  - Rizal's Defense Points: Rizal argued that he could not be guilty of rebellion because he had always preached peaceful means, and he had explicitly advised against the Katipunan's revolution when Pio Valenzuela visited him in Dapitan. Furthermore, the *La Liga Filipina* was a non-violent, civic association, and its aims were not subversive.
- The Verdict: On December 26, 1896, the military court found Rizal guilty of all charges. He was sentenced to death by firing squad.

## 2. Martyrdom of a Hero (December 29-30, 1896)

Rizal spent his last hours in his cell in Fort Santiago. This period was marked by intense literary, spiritual, and personal activity.

- The Retraction Controversy: The night before his execution, Rizal supposedly signed a document retracting his anti-clerical writings and returning to the Catholic faith. The historical authenticity of this document remains one of the most debated issues in Philippine history, as many scholars believe it was forged or coerced.
- The Last Poem: Rizal penned his final and most famous poem, "Mi Último Adiós" (My Last Farewell). He wrote it on a small piece of paper, which was hidden inside an alcohol lamp, demonstrating his final act of defiance and intellectual courage.
- The Execution: On the morning of December 30, 1896, Rizal was marched from Fort Santiago to Bagumbayan Field (now Rizal Park).
  - He requested to be shot facing the firing squad, arguing he was not a traitor. His request was denied, and he was ordered to stand with his back to them.
  - Just before the shots were fired, Rizal managed to summon his final strength and turned his body to face the sky, falling face up.
- Legacy: Rizal's death was not the end of his cause but the beginning of a united national resistance. His execution proved that the Spanish



government would never grant justice, reform, or equality. His martyrdom instantly elevated him from a reformist intellectual to the symbolic figurehead of the Revolution and the undisputed national hero of the Philippines.

#### Rizal's Heroism

Rizal's philosophy was deeply informed by the European Enlightenment, emphasizing reason, education, and human dignity.

- Nationalism and National Identity:
  - He was instrumental in conceptualizing the Philippines as a unified nation and was among the first to use the term "Filipino" to refer to all natives, regardless of race or class.
  - He sought to instill national pride by studying and annotating Antonio de Morga's *Sucesos de las Islas Filipinas*, proving that Filipinos had a rich, pre-colonial culture and were not inferior.
- Education and Enlightenment:
  - Rizal viewed education as the most vital element for national progress and liberation, famously stating, "Ignorance is slavery."
  - He believed that through enlightenment (or *Ilustración*), Filipinos could cultivate their own intellect, recognize their rights and dignity, and ultimately become worthy of freedom.
- Reform over Revolution (Initially):
  - Rizal primarily advocated for peaceful, progressive reforms within the Spanish system, such as Philippine representation in the Spanish Cortes and equality before the law.
  - He believed that a violent revolution should only be a last resort, as the Filipino people were not yet morally or intellectually prepared to handle independence successfully.
- Moral and Social Philosophy:
  - His novels, *Noli Me Tángere* and *El Filibusterismo*, served as his primary vehicles to critique social ills, expose the abuses of the friars and the colonial government, and call for social justice and the upliftment of the Filipino people's moral character.
  - He emphasized the importance of self-improvement, moral integrity, and civic responsibility as prerequisites for genuine national freedom.

Rizal is often called a **Transcendental Hero** because his heroism goes beyond mere military achievement or political victory.

- **Beyond the Ordinary:** A transcendental hero is one whose moral and philosophical ideals **surpass the conventional limits** of their time and circumstances. Rizal achieved this by using his **pen and intellect** ("the pen is mightier than the sword") rather than leading a revolutionary army.
- **Catalyst for Change:** His writings **awakened the national consciousness** of the Filipino people, providing a common moral and intellectual framework for the revolution that followed. His martyrdom



	<p>in 1896 became the ultimate unifying catalyst, transforming him into an <b>unquestionable symbol of patriotism and sacrifice</b>.</p> <ul style="list-style-type: none"><li>• <b>Enduring Influence:</b> His impact <b>transcends generations and geography</b>. His emphasis on <b>self-reliance, education, and non-violence</b> continues to be relevant, shaping Filipino identity and inspiring movements for social justice globally, similar to other influential figures like Mahatma Gandhi and Martin Luther King Jr.</li></ul>
<b>Outcomes-Based Assessment</b>	<p><b>Activity:</b> Pair Discussion: Impact of Rizal's Trial and Execution</p> <p><b>Instructions</b></p> <ol style="list-style-type: none"><li>1. <b>Form Pairs:</b> Find a partner to work with for this discussion.</li><li>2. <b>Individual Preparation (5 Minutes):</b><ul style="list-style-type: none"><li>○ Each student should <b>individually recall or briefly research</b> the key events of Rizal's trial and execution (December 1896).</li><li>○ <b>Jot down at least three points</b> on what you believe were the most significant <b>impacts</b> of this event. Consider its effect on:<ul style="list-style-type: none"><li>▪ The Katipunan/Revolutionary movement.</li><li>▪ Filipino national identity and consciousness.</li><li>▪ Spanish colonial rule (i.e., did it strengthen or weaken them?).</li></ul></li></ul></li><li>3. <b>Paired Discussion (10–15 Minutes):</b><ul style="list-style-type: none"><li>○ <b>Share your individual points</b> with your partner.</li><li>○ <b>Discuss and compare</b> your perspectives.</li><li>○ Work together to <b>synthesize your ideas</b> and identify the <b>top five most impactful consequences</b> of the event. Ensure you can explain <i>why</i> these consequences were so significant.</li></ul></li><li>4. <b>Reporting/Class Share (5 Minutes per Group, if time allows):</b><ul style="list-style-type: none"><li>○ Be prepared to <b>share your pair's top three synthesized impacts</b> with the rest of the class.</li></ul></li></ol>

**References/Resources:**

- Wani-Obias, R., Mallari, A. Reguindin-Est, J. (2024) The Life and Works of Jose Rizal 2-Ed  
Espina- Clemente, Cruz, G. (2024) The Life and Works of Jose Rizal: Outcomes based Module 2-Ed  
Guerrero, L. (2021) Translation of Jose Rizal's Noli Me Tangere. [https://www.perlego.com/book/2748331/noli-me-tangere-pdf?queryID=70f763fc4149df6a33ed9d88d2c1224f&index=prod\\_BOOKS&gridPosition=8&searchType=title](https://www.perlego.com/book/2748331/noli-me-tangere-pdf?queryID=70f763fc4149df6a33ed9d88d2c1224f&index=prod_BOOKS&gridPosition=8&searchType=title)

**Other Suggested Readings:**

- Zaide, G. and Zaide, Z. (1983). The Life, work and writing of Genius writer the National Hero. Pagsanjan Org.  
Agoncillo, T. (1961). Rizal and the Philippine revolution. University of East

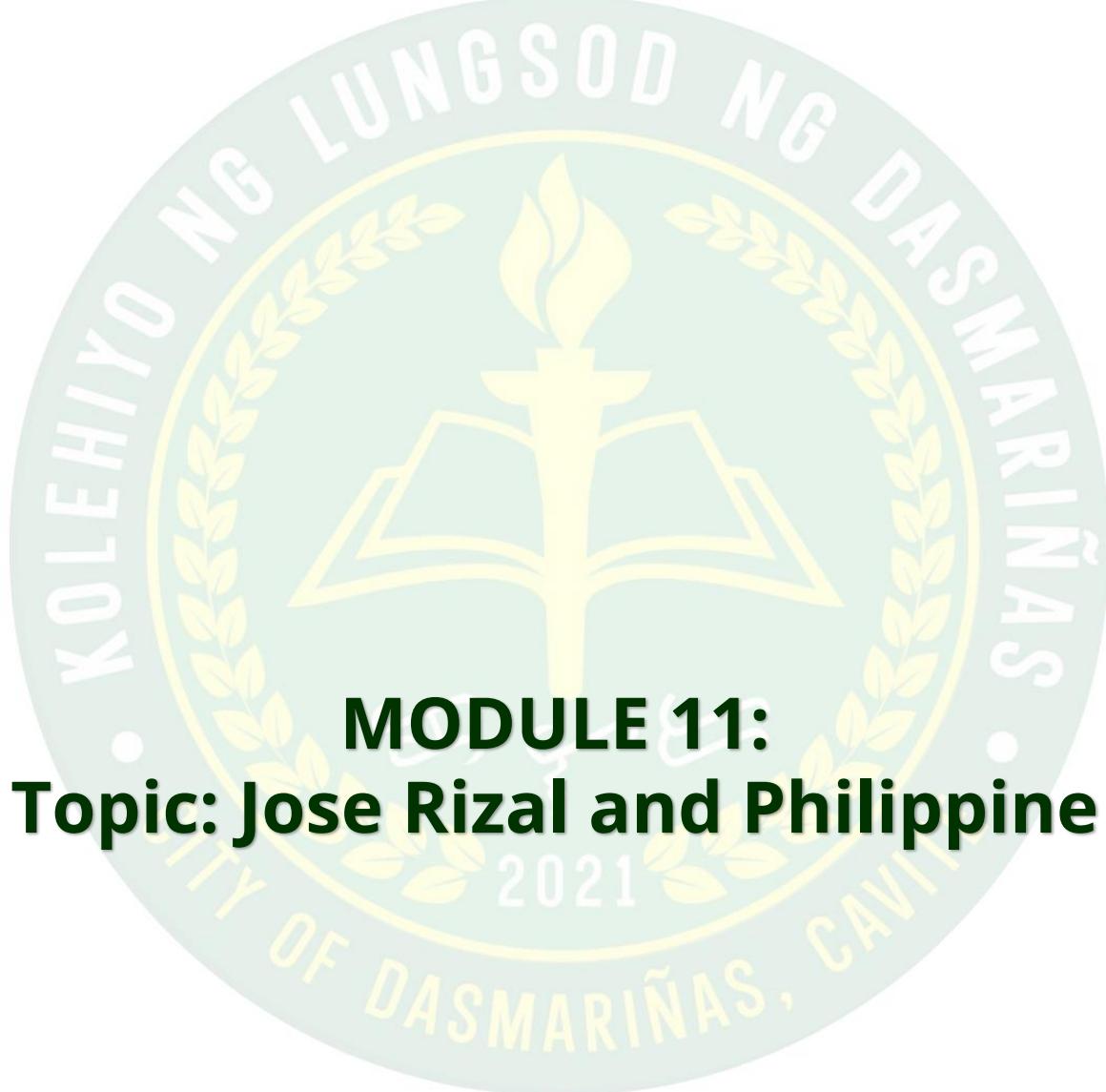


REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*



# Course Modules in RZL001: Life and Works of Rizal



**MODULE 11:**  
**Topic: Jose Rizal and Philippine**



<b>Week Number</b>	16-17
<b>Chapter/Unit Number</b>	18
<b>Topic Title</b>	<p><b>15. Life in Exile</b></p> <ul style="list-style-type: none"><li>• Return to Manila</li><li>• La Liga Filipina</li><li>• Deportation to Dapitan</li><li>• Imprisonment in Fort Santiago</li><li>• Rizal and the Katipunan</li></ul> <p><b>16. Trial and Execution</b></p> <ul style="list-style-type: none"><li>• The Trial of Rizal</li><li>• Martyrdom of a Hero</li></ul>
<b>Course Outcomes</b>	CO8. Evaluate the relevance of Jose Rizal as a national hero.
<b>Intended Learning Outcomes</b>	LO1: Interpret views and opinions about bayani and kabayanihan in the context of Philippine history and society. LO2: Assess the concepts of bayani and kabayanihan in the context of Philippine society.
<b>SDG and KLD REGAL100 Integration</b>	SDG 4: Quality Education SDG 16: Peace, Justice and Strong Institutions
<b>Discussion</b>	<p><b>Rizal's Role in Philippine Nationalism</b></p> <p>Rizal's influence was instrumental in transforming the regional, tribal resistance against Spain into a unified, national movement.</p> <p>1. Awakening National Consciousness (Ang Pag-gising ng Bayan)</p> <ul style="list-style-type: none"><li>• The Propaganda Movement: Rizal was the most prominent leader of the <i>Propaganda Movement</i> (1880s–1890s) in Europe. This campaign used peaceful, intellectual means (essays, articles, and novels) to advocate for political reforms, such as making the Philippines a regular province of Spain, having Filipino representation in the Spanish Cortes, and equal rights.</li><li>• The Concept of "Filipino": Before Rizal, the term "Filipino" often referred only to Spaniards born in the Philippines (<i>Insulares</i>). Rizal's writings and activism helped solidify the identity, uniting the diverse inhabitants of the archipelago—the <i>Indios</i> (natives), <i>mestizos</i>, and <i>creoles</i>—under the shared name and identity of Filipino.</li></ul> <p>2. Literary and Historical Contributions</p> <p>Rizal's two major novels are considered the <i>national epic</i> and the most powerful catalysts for the revolution:</p> <ul style="list-style-type: none"><li>• <i>Noli Me Tángere</i> (1887): This novel exposed the social cancer of the Philippines under Spanish colonial rule, vividly depicting the corruption, hypocrisy, and abuses committed by the friars and the colonial government. It served to awaken the common people to the injustices they suffered.</li><li>• <i>El Filibusterismo</i> (1891): The sequel is darker and more politically charged, demonstrating the failure of peaceful reform and subtly suggesting that</li></ul>



	<p>revolution might be the only viable path to genuine freedom, though Rizal himself feared a premature, unprepared uprising.</p> <ul style="list-style-type: none"><li>• Annotated <i>Sucesos de las Islas Filipinas</i> (1890): Rizal re-published the 17th-century work of Antonio de Morga, meticulously annotating it to prove that Filipinos had a developed and vibrant culture and civilization before the arrival of the Spaniards. This countered the Spanish narrative of Filipino inferiority and instilled much-needed national pride.</li></ul> <p>3. Martyrdom as the Ultimate Catalyst</p> <ul style="list-style-type: none"><li>• Execution (December 30, 1896): Though Rizal did not support the premature armed revolt led by the <i>Katipunan</i>, his arrest, trial, and execution for "rebellion" under the Spanish regime were the final acts that sealed the fate of Spanish rule.</li><li>• His death was widely viewed by Filipinos as the ultimate sacrifice and a blatant demonstration that Spain would never grant reforms. It removed any lingering hope for peaceful change, united all revolutionary factions, and galvanized the masses to fight for complete independence. As the historian Ambeth Ocampo noted, Rizal's execution turned his books into the bibles of the revolution.</li></ul> <p>Rizal's legacy is formally enshrined in Philippine law. Republic Act 1425 (The Rizal Law) mandates the study of his life and works in all schools, ensuring his ideals of patriotism, education, and moral uprightness remain central to the formation of Filipino youth.</p> <p>His contribution was not just to the initial revolution, but to the moral and intellectual foundation of the Philippine Republic.</p>
<b>Outcomes-Based Assessment</b>	<p>Activity:</p> <p>Your goal is to write a short, analytical essay that explains how the traditional Filipino idea of <b>kabayanahan</b> (heroism and service to the nation, as defined by figures like José Rizal) applies to the challenges and heroes of the 21st century.</p> <p><b>Key Areas to Cover</b></p> <p>Your essay should focus on these three essential questions:</p> <ol style="list-style-type: none"><li>1. <b>The Old Heroism (Rizal's Time):</b> What did <i>kabayanahan</i> mean in the 19th century? Focus on <b>intellectual courage, sacrifice</b>, and the fight against <b>colonial injustice</b>.</li><li>2. <b>The New Challenges (Today):</b> What are the biggest "enemies" of the nation now? Think about problems like <b>corruption, fake news, poverty</b>, or <b>environmental damage</b>.</li><li>3. <b>The Modern Hero:</b> Who are the real heroes (<i>bayani</i>) today? Give <b>specific examples</b> of how 21st-century Filipinos show <i>kabayanahan</i> (e.g.,</li></ol>



REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



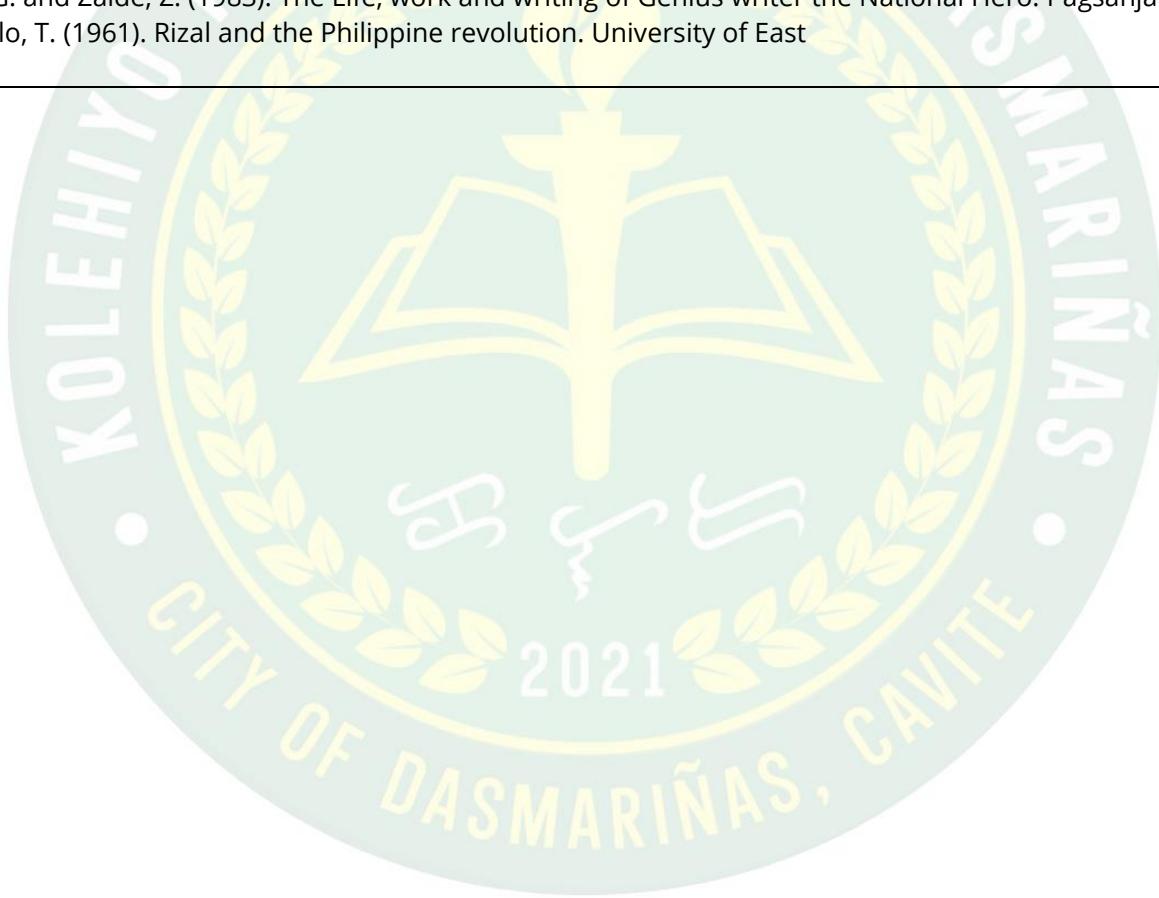
	Overseas Filipino Workers (OFWs), dedicated teachers, ethical journalists, or community frontliners).
--	---

### References/Resources:

- Wani-Obias, R., Mallari, A. Reguindin-Est, J. (2024) The Life and Works of Jose Rizal 2-Ed  
Espina- Clemente, Cruz, G. (2024) The Life and Works of Jose Rizal: Outcomes based Module 2-Ed  
Guerrero, L. (2021) Translation of Jose Rizal's Noli Me Tangere. [https://www.perlego.com/book/2748331/noli-me-tangere-pdf?queryID=70f763fc4149df6a33ed9d88d2c1224f&index=prod\\_BOOKS&gridPosition=8&searchType=title](https://www.perlego.com/book/2748331/noli-me-tangere-pdf?queryID=70f763fc4149df6a33ed9d88d2c1224f&index=prod_BOOKS&gridPosition=8&searchType=title)

### Other Suggested Readings:

- Zaide, G. and Zaide, Z. (1983). The Life, work and writing of Genius writer the National Hero. Pagsanjan Org.  
Agoncillo, T. (1961). Rizal and the Philippine revolution. University of East





REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

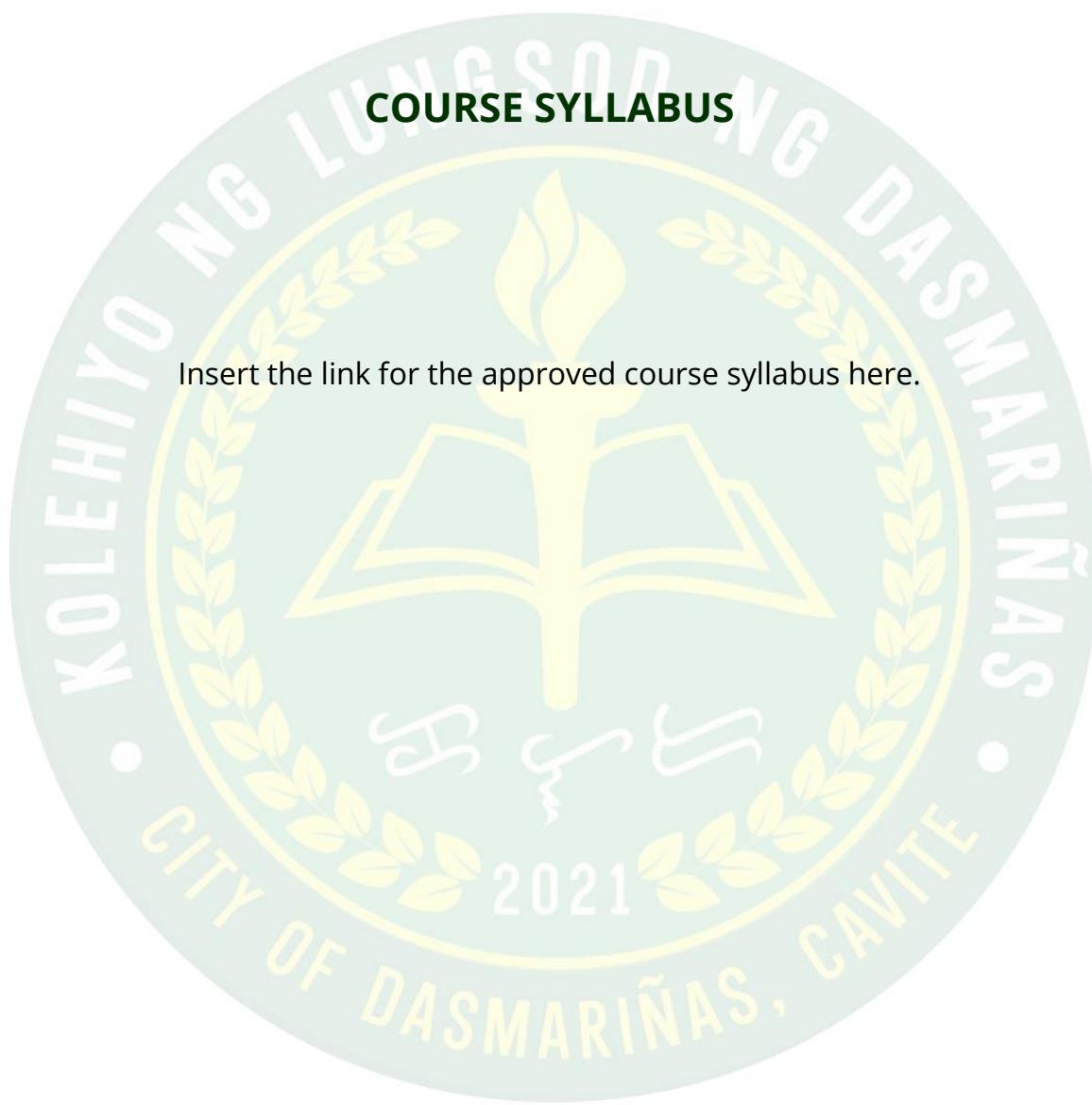
## KOLEHIYO NG LUNGSOD NG DASMARIÑAS

*City College of Dasmariñas*



### COURSE SYLLABUS

Insert the link for the approved course syllabus here.





REPUBLIC OF THE PHILIPPINES  
PROVINCE OF CAVITE  
CITY OF DASMARIÑAS

**KOLEHIYO NG LUNGSOD NG DASMARIÑAS**  
*City College of Dasmariñas*



## IMREDI COMMITTEE CERTIFICATION

## CERTIFICATE OF UTILIZATION

This is to certify that the instructional material titled "Course Modules in RZL001: Life and Works of Rizal" of the Institute of Foundational Studies passed the evaluation of the Instructional Materials Review, Evaluation, Development, and Innovation (IMREDI) Certification this \_\_\_\_\_, 2025, and therefore recommended for instructional utilization effective AY 2025-2026.

**JUSTINE JOY N. SABANAL,**  
Member, IMREDI Committee

**LORIELYN CONG-AY**  
Member, IMREDI Committee

**OSCAR P. BUCAD, JR.**  
Member, IMREDI Committee

**GERIELYN B. AUSTRIA**  
Member, IMREDI Committee

**FLORENCE R. ABANES**  
Member, IMREDI Committee

**JANINEM M. REUTA**  
Chair, IMREDI Committee

**JAYCEE N. TOLEDO, MSMT, CBO, SO II, RMT**  
Dean, IFS



D Building the foundation for the  
*Dasmarinénos*



\_kldofficial



KLDOfficialFBPage



[www.kld.edu.ph](http://www.kld.edu.ph)