

POLICIES, STANDARDS AND GUIDELINES (PSG) FOR THE GRADUATE PROGRAMS IN HISTORY

CHED MEMORANDUM ORDER (CMO) NO. 22 SERIES OF 2011, August 15, 2011

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SUBJECT:

POLICIES, STANDARDS AND GUIDELINES (PSG) FOR THE GRADUATE PROGRAMS IN HISTORY

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," CHED Memorandum Order (CMO) No. 36, s.1998, ("Policies and Standards on Graduate Education"), CMO No. 9, s. 2003 ("Addendum to CMO No. 36, s. 1998 Policies and Standards on Graduate Education"), and by virtue of CEB Resolution No. 173-2011, dated 27 July 2011 and for the purpose of rationalizing the graduate degree programs in History in all Higher Education Institutions (HEIs) in the country, this set of Policies, Standards and Guidelines (PSG) is hereby adopted and promulgated by this Commission.

ARTICLE I

INTRODUCTION

SECTION 1. Rationale and Background— The graduate programs in History offer advanced study in the history of the Philippines and other areas of studies designed to reinforce research-based knowledge and skills in historical analysis, methodology, and research, especially in the use of primary/manuscript/ archival sources.

ARTICLE II

AUTHORITY TO OPERATE

SEC. 2. Authority.—All Higher Education Institutions (HEIs), both private and public (State Universities and Colleges [SUCs] and Local Colleges and Universities [LCUs]), intending to offer graduate programs in History must first secure proper authority from the Commission on Higher Education in accordance with existing rules and regulations.

ARTICLE III

PROGRAM SPECIFICATION

SEC. 3. Degree Names:

1. Non-Thesis Master's Program: Master in History (MHistory)
2. Thesis Master's Program: Master of Arts in History (MA History)
3. Doctoral Program: Doctor of Philosophy in History (Ph.D. in History)

SEC. 4. Objectives

- Master's Programs. The non-thesis master's program in history (MHistory) aims to produce professionals with advanced competencies in the teaching of history in basic education courses, using sources and methodologies relevant to the field of research.

The master's program in history (MA History, with thesis) aims to produce professionals with advanced competencies in the teaching (in the tertiary level), research and writing of history manuscripts using sources and methodologies relevant to the field of research.

- Doctoral Program. The doctoral program in history is primarily a research program where graduate students are required to formally present their research output to the academic community.

SEC. 5. Specific Professions/ Careers/ Occupations that Graduates of these Programs May Go Into.—Those who earned a degree in any of the graduate programs in History may go into teaching, research and writing histories, administration in universities, government and private business.

SEC. 6. Allied programs.—The History allied programs are Archaeology, Cultural Anthropology and Political Science.

ARTICLE IV

COMPETENCY STANDARDS

SEC. 7. At the end of the graduate programs (MHistory, MA History, Ph.D.), graduates should have acquired advanced skills in teaching and research methodologies of the discipline, including an understanding of the ethical requirements of the profession. Further, graduates should also have acquired advanced skills in training of those who would go into the teaching of history (in all levels) and research and writing of history.

Upon completion of the MHistory (non-thesis) degree, graduates must have acquired the following competencies:

- understanding of the vital importance of studying the historical traditions from which Philippine society has developed, to better understand other cultures;
- intellectual breadth and analytical skills which, will be useful in teaching history classes valuable for becoming a knowledgeable and engaged citizen and imparting such lessons to students;
- expertise in teaching history across many areas/regions and different time-periods; and
- ability to train students to become both skilled scholars and conscientious teachers of history.

Upon completion of the MA History (with thesis) degree, graduates must have acquired the following competencies:

- understanding of history as a discipline of historical inquiry using the basic method of collection and careful evaluation of evidence
- ability for written presentations of reasonable conclusions derived from that evidence produced from research;
- ability to assess a historiographic issue not only in a narrative and descriptive exposition, but also in an interpretive and analytical manner; and
- ability to make innovative and enlightening contributions to the study of history, whether as teachers, researchers, public historians, or independent scholars.

Upon completion of the Ph.D. History degree, graduates must have acquired the following competencies;

- ability to read critically, search out and analyze, primary materials with skill, and to write original presentations of reasonable conclusions based on evidence;
- competence in the comparative and interdisciplinary approaches to the different fields of history such as those that transcend traditional regional, national, and chronological boundaries;
- competence in the thematic, theoretical, and methodological approaches such as in cultural, intellectual and political, social, economic, international and other kinds of history, and
- mastery of the historical literature in the specific field of research expertise which would enhance capacity for teaching in the graduate level.

ARTICLE V

CURRICULUM

SEC. 8. Curriculum Description.— The curriculum for graduate History programs shall be consistent with the specific thrust, specifications and competency standards as defined in Section 6 and 10. Moreover, in all types of graduate programs in history, the culture for inquiry and research must be developed.

- The course work of thirty-six (36) units for the non-thesis/master and sixty (60) units for doctoral program shall be research-based as evidenced by the course reference materials, course requirements and assessment systems.

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Reference materials should be specialized and research-based journal articles, book chapters and/monographs.

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Course learning activities and requirements should develop specific aspects of research competencies.

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Assessment systems should involve performance-based activities that require students to demonstrate higher order thinking skills.

- The course work of thirty-six (36) units for the non-thesis/masters program shall be based on the most current relevant knowledge that can be applied to the professional development of historians as evidenced by the course reference materials, course requirements, and the assessment systems of HEIs.

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Reference materials should be specialized readings that discuss and evaluate best practices in the specific areas of professional specialization.

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Course learning activities and requirements should involve the production and evaluation of approaches, programs

and materials used in the specific areas of professional specialization.

-

Assessment systems should involve performance-based activities that require students to demonstrate advanced professional skills for the development and evaluation of educational programs and materials.

- Both masters and doctoral programs shall require either a comprehensive examination or some appropriate equivalent requirement to assess, the students' ability to analyze, integrate, evaluate and apply the different knowledge and skills developed in the various courses.

- Courses for the graduate programs in History are meant to provide students competencies in the approaches and practices in the teaching, research and writing of history. The major area of specialization is Philippine history, with courses on other area studies supplementing the specialization, to provide graduates with a broad range of knowledge in the history of mankind. Research seminar papers are required for the area of specialization (Philippine history), which should typically be 20-25 pages in length and require use of primary sources. Research papers on other area studies courses need not require the use of primary sources (which are not available in the Philippines), but they should nevertheless, be rigorous in the requirements of historical methodology and practice.

- Curriculum Description for non-thesis MHistory. program:

The curriculum for the MHistory program consist of the following requirements: 6 units of the Required Courses; 18 units of the Core Courses; 6 units of Electives/Cognate to come from Pedagogy courses; a Comprehensive Examination of the Required and Core Courses; and a Research Project which is the presentation of a Teaching Module.

- Curriculum Description for MA in History (with thesis program):

The curriculum for the MA in History (with thesis) consist of the following requirements: 6 units of the Required Courses; 18 units of the Core Courses; 6 units of Electives/Cognate, either from one Social Science or Humanities discipline; a Comprehensive Examination of the Required and Core Courses; 6 units of the MA Thesis to be defended in an oral examination. A language proficiency exam in Spanish is also required before the candidate is allowed to advance to thesis research.

- Curriculum Description for Ph.D. in History:

The curriculum for the Ph.D. in History consist of the following requirements: 6 units of the Required Courses; 12 units of Electives/Cognates from one Social Science or Humanities discipline; 30 units of the Major Courses; a Comprehensive Exam of the Major Courses; and 12 units of the Dissertation to be defended in an oral examination. A language proficiency exam in Spanish is also required before the candidate is allowed to advance to dissertation research.

SEC. 9. Curriculum Outline

- Master's Programs. There shall be two (2) tracks for the master's program, namely, the non-thesis track and the thesis tract.

The curriculum shall require a minimum total of thirty-six (36) units.

- Doctoral Program. The curriculum for doctoral program shall require a minimum total of sixty (60) units.

MASTER'S PROGRAMS

Types of Courses Non-thesis

(MHistory) Thesis

(MA History)

UNITS

Required Courses

Philippine Historiography 1 (1521-1898)

Philippine Historiography 2 (1898-present) 6

3

3 6

3

3

Core Courses

Pre- 16[th] Century Philippines

The Philippines (1521-1896)

The Philippine Revolution (1896-1902)

The Philippines (1902-1946)

Post-War Philippines (1946 - present)

Selected Topics in Philippine History 18

3

3

3

3

3

3 18

3

3

3

3

3

3

Electives/Cognates (Social Science or Humanities, limited to one discipline) 6

Electives/Cognates (Choice of pedagogy) 6

Comprehensive Examination REQUIRED REQUIRED

MA. History - MA Thesis with Oral Defense 6

MHistory- Research Project- Teaching Modules 6

TOTAL UNITS 36 36

DOCTORAL PROGRAMS

UNITS

Required Courses

Theories and Approaches in History

The Practice of History and Historical Writing 6

3

3

Electives/Cognates (Social Science or Humanities, limited to one discipline) 12

Major Courses [*]

Seminar on Pre-16th Century Philippines

Seminar on 16th-18th Century Philippines

Seminar on 19th Century Philippines-Nationalism & Revolution

Seminar on Philippine-American War (1899-1902)

Seminar on the Philippine Commonwealth (1935-1946) Seminar on the Second World War and the Japanese Occupation (1941-1945)

Seminar on Contemporary (Post-War) Philippines (1946-present)

Seminar on Local and Oral History

Seminar on the Ethnic Histories of the Philippines

Seminar on the History of Social Movements in the Philippines

Seminar on Moro History

Seminar on Selected Topics, in Philippine History

Seminar on Comparative Revolutions in Southeast Asia

Seminar on Contemporary Asia

Seminar on Contemporary American History

Seminar on Contemporary European History 30

Comprehensive Examination Required — Major Course

Dissertation 12

TOTAL UNITS 60 Units

[*] All courses in the doctoral level will be research seminar courses where the doctoral student will do independent research based on primary sources under the guidance of a professor adviser/supervisor, in preparation for the presentation of a prospectus for the dissertation and to prepare the student for fieldwork. The doctoral student is expected to present the completed research in a formal seminar.

Section 10. Sample Program of Study

10.1 MASTER'S PROGRAMS

YEAR 1

First Semester Second Semester

Courses Units Courses Units

Philippine Historiography 1 (1521-1898) 3 Philippine Historiography 2 (1898-present) 3

Pre-16th Century Philippines 3 The Philippine Revolution, 1896-1902 3

The Philippines, 1521-1896 3 The Philippines, 1902-1946 3

9 9

YEAR 2

First Semester Second Semester

Courses Units Courses Units

Post War Philippines 3 Electives /Cognates 3

Selected Topics in Philippine History 3 Thesis/Special Project 6

Electives/Cognates 3

9 9

10.2 DOCTORAL PROGRAM 11113309

YEAR 1

First Semester Second Semester

Courses Units Courses Units

Theories and Approaches in History 3 Practice of History and Historical Writing 3

Major Courses 3 Major Course 3

Major Courses 3 Major Course 3

9 9

YEAR 2

First Semester Second Semester

Courses Units Courses Units

Major Courses 3 Major Course 3

Major Courses 3 Major Course 3

Major Courses 3 Major Course 3

9 9

YEAR 3

First Semester Second Semester

Courses Units Courses Units

Electives /Cognates 3 Electives /Cognates 3

Electives /Cognates 3 Electives /Cognates 12

Electives /Cognates 3

9 15

Note: The institution is free to enhance and to follow different patterns and modalities based on the needs of its clientele.

SEC. 11. Thesis/Research Project/ Dissertation Requirements for the Master's & Doctoral programs.— Upon completion of all academic requirements and prior to the presentation of teaching module research project (for MHistory), master's thesis (MA History), or doctoral dissertation, the candidate must pass a language proficiency test in Spanish and a comprehensive examination (on core courses). Successful defense of the research proposal for MHistory, master's thesis, or doctoral dissertation allows the student to undertake research towards completion of research project/thesis/ dissertation.

The research project (for non-thesis program) should be a minimum of 30 pages, with the paper displaying evidence of primary research and following the canons of historical methodology. The same requirements (evidence of primary research and master of historical methodology) apply to the master's thesis and doctoral dissertation.

The research project and master's thesis will be defended before a panel consisting of at least three (3) faculty members of the College, one critic (who, with the adviser, endorses the thesis for examination), one reader in history, and one panel member from the cognate discipline.

The doctoral; dissertation will be defended (upon endorsement by the adviser) before a panel consisting of five (5) faculty members of the College, consisting of three readers in history, one panel member for the cognate discipline, and one representative of the Graduate School. The doctoral dissertation should contribute new knowledge and must be based on primary and/or archival sources.

Failure to pass the oral defense a second time disqualifies the student from acquiring the MHistory, MA, or Ph.D. degree.

ARTICLE VI

DESCRIPTION AND SPECIFICATIONS OF COURSES

SEC. 12. For description and specification of courses, please refer to Annex A.

ARTICLE VII

OTHER REQUIREMENTS

SEC. 13. Program Administration.

- Qualifications. The Dean or Head of a college or institution must at least be:

1. a holder of a Doctoral degree;
2. with at least five (5) years of satisfactory teaching experience; and
3. with at least two (2) years of administrative/managerial experience.

- Teaching Load. The teaching load of the Dean of a college or institution must not exceed six (6) units per semester/ term.

SEC. 14. Faculty

- Qualifications of Faculty

- Master's Programs

A holder of a Master of Arts in history or MHistory degree with a minimum of eighteen (18) units leading to the Ph.D. degree and at least five (5) years of teaching experience.

- Doctoral Program

A holder of a Doctor of Philosophy (Ph.D.) degree in history with five (5) years of teaching experience.

Practicing historians without a doctoral degree in history but with significant publications in the discipline may be

allowed to teach in the doctoral program.

- Faculty Requirements for the Master's and Doctoral Programs

- Master's Programs - Institutions offering the Master's programs should have at least three (3) full time faculty members with M.A. degrees in History. They should have advanced learning in the specialization or major area being offered;

- Doctoral Program - For the Ph.D. program, the institution should have at least three (3) full time faculty members who are doctoral degree holders and have published works in refereed journals, at least one (1) of whom shall have advanced training in the specialization or major area being offered.

Institutions are encouraged to form consortium programs with other HEIs and professional associations in order to strengthen their faculty resources for their graduate programs.

- Teaching Load. For the full-time faculty, the maximum teaching load is 15 units per semester. The total load for part time faculty who is teaching in more than one institution is 18 units per semester. Faculty members teaching in another institution should advise his/her immediate superior and secure approval following established school regulations. No faculty shall be allowed to teach for more than three (3) consecutive hours in one (1) day and more than three (3) course preparations per semester.

SEC. 15. Library Requirements.—Every college/institution/department offering Graduate History programs shall have an adequately equipped library that will provide all the basic textbooks, as well as reference materials for research and other scholarly purposes, as well as resources for current trends.

- Librarians. The following are the minimum staff requirements:

- A college/institution/department library should have a full-time librarian who is a holder of Master in Library and Information Science degree with a valid license.

- There should be one full-time librarian for the first 500 students enrolled, and for an enrollment of 1,000, two (2) full-time librarians shall be required.

- Library assistant/s must be a holder/s of Bachelor of Library and Information Science degree,

- Library Holdings

- For the graduate History program, the libraries must provide at least five (5) non-duplicated book titles per course found in the curriculum. Further, the library should have copies of the following printed collections of documents/ manuscripts which can be used for the research requirements of the students. These sources are not textbooks but contain compilations of translations of archival materials which are going to be useful for institutions distant from the archive depositories in Manila.

The Philippine Islands, 1493-1898, Explorations by Early Navigators, Descriptions of the Islands and their Peoples, their History and Records of the Catholic Missions, as related in contemporaneous Books and Manuscripts, showing the Political, Economic, Commercial and Religious Conditions of those Islands from their earliest relations with European Nations to the Beginning of the Nineteenth Century (Translated from the originals). Edited and Annotated by Emma Helen Blair and James Alexander Robertson, with historical introduction and additional notes by Edward Gaylord Bourne, with maps, portraits and other illustrations (55 volumes). (Cleveland: Arthur H. Clark, 1903-1909). There have been several reprints of this multi-volume reference material, the latest edition published in the Philippines (Mandaluyong, Metro Manila: Cacho Hermanos, 1973). It also has a two-CD format.

Documentary History of the Philippines (12 volumes), compiled, edited and annotated by Gregorio F. Zaide (12 volumes) (Navotas, Metro Manila: National Book Store, Inc., 1990).

Encyclopaedia of the Philippines, by Zoilo M. Galang, 20 volumes (Manila: E. Flora, 1950-1958).

The Philippines under Spain, A Compilation and Translation of Original Documents, 6 volumes, edited by Virginia Benitez Licuanan and Jose Llavador Mira (Manila: National Trust for Historical and Cultural Preservation of the Philippines, 1990-1996).

Filipino Heritage, The Making of a Nation, edited by Alfredo R. Roces, 10 volumes (Manila: Lahing Pilipino Publications, 1977).

Kasaysayan, The Story of the Filipino People, 10 volumes (Manila: Asia Publishing Company'; Pleasantville, NY: Reader's Guide, 1998).

The Philippine Insurrection Against the United States, compiled by John R. M. Taylor, 5 volumes (Pasay City: Eugenio Lopez Foundation, 1971).

Alfredo R. Roces (ed), Filipino Heritage, 10 volumes (Manila: Lahing Filipino, 1978).

Filipiniana Book Guild Series, Series 1, 24 volumes (Series 1 comes also in CD format). There is also a Series 2.

Dictionary of Philippine Biography, by E. Arsenio Manuel, 4 volumes (Quezon City: Filipiniana Publications, 1955-1995.)

- The HEI is likewise required to subscribe to at least five (5) peer reviewed and/or international refereed journals and periodicals in history and related disciplines (political) science, philosophy, anthropology, archaeology, economics, and art studies, among others, for interdisciplinary/ multidisciplinary studies) that are published locally and internationally. The subscriptions may be for hard or electronic copies of the journal.

The HEI must subscribe to any five (5) of the following, journals, the list to include both Philippine and foreign journals:

Journal of History (Philippine National Historical Society);

Historical Bulletin (Philippine Historical Association)

Philippine Social Sciences Review (formerly Philippine Social Sciences and Humanities Review) (University of the Philippines)

Philippine Studies (Ateneo de Manila University);

Philippine Quarterly of Culture and Society (University of San Carlos, Cebu City);

Kinaadman Journal (Xavier University, Cagayan de Oro City)

Journal of Southeast Asian Studies (formerly Journal of Southeast Asian History) (University of Singapore);

Journal of Asian Studies (Association for Asian Studies, Ann Arbor, Michigan, USA).

American Historical Review (American Historical Association)

Journal of Social History (George Mason University, USA)

Comparative Studies in Society and History (Cambridge University, UK)

Journal of the Economic and Social History of the Orient (Leiden University, The Netherlands)

- The library must have at least 100 audio-visual materials in the forms of tapes, films, records, CDs and DVDs. Fifty percent of the collections should have been published/produced within the last ten (10) years. The audio-visual materials must be stored in an air-conditioned facility.

- The library must provide internet terminals to allow faculty members and students to undertake research and other academic activities.

- The library must provide access to electronic library materials such as CD-ROMS and electronic subscriptions.

SEC. 16. Laboratories and Other Facilities.—The laboratories and facilities of HEIs for the graduate history programs shall be augmented with:

- appropriate research facilities;

- instructional laboratories, as needed;

- resources needed for research (e.g. statistical software and other equipment for analysis of research data); and

- information and communication technology facilities.

SEC. 17. Admission.—The applicant must be a holder of a baccalaureate degree in history and must have obtained a general weighted average (GWA) of 2.25, or its equivalent, in his/her undergraduate degree.

- Prerequisites

- Master's Programs. Graduates of non-history programs are required to take the following undergraduate courses (12 units) during the first year of the program, while also enrolled in MA level history courses:

- Philosophy of History

- Historical Methodology

- Two Thematic Philippine History Courses (with no equivalent in undergraduate course)

- Doctoral Program. Graduates of non-MA History programs are required to take the following MA History courses:

- Required Course

- Core Courses

Graduates of MHistory are not allowed to proceed to the Doctoral program unless he/she takes up the following:

- Cognate of Social Science or Humanities

- Thesis

Note: The prerequisite courses are not part of the total number of required units and do not count toward the number of residency requirements.

SEC. 18. Retention and Residency Requirements

- Retention. The student must have a GWA of at least 2.0 by the end of his/ her course work. No grade below 2.0 (or its equivalent) will be credited towards the MHistory, MA History and a GWA of at least 1.75 for Ph.D. degree.

The institution shall have specific admission and retention policies for its graduate students.

- Residency. MA students are allowed a residency of three (3) years, with a maximum not to exceed five (5) years, during which time all requirements for completion of the degree must be complied with. Ph.D. students are allowed a residency of (5) years, with a maximum period not to exceed seven (7) years, during which time all requirements for completion of the degree must be complied with. Students who have exceeded the Maximum Residence Requirements (MRR) will be required to take penalty courses (to be determined by the institution concerned) in order to remain in residence.

The thesis must be successfully defended within three (3) years after the completion of the academic requirements. Likewise, dissertation must be successfully defended within five (5) years after the completion of the academic requirements.

ARTICLE VIII

TRANSITORY PROVISIONS

SEC. 19. All HEIs including SUCs and LCUs with existing permit or recognition for graduate history programs are hereby given a period of three (3) years from the effectivity thereof to fully comply with all the requirements in this CMO.

ARTICLE IX

SANCTION

SEC. 20. For violation of this Order, the Commission may impose such administrative sanction as it may deem appropriate pursuant to the pertinent provisions of Republic Act No. 7722 in relation to Section 69 of Batas Pambansa Big. 232 otherwise known as the "Education Act of 1982, Section 63 of Article XII and Sections 142-143 of Article XXVI of the Manual of Regulations for Private Higher Education of 2008, and other related laws.

ARTICLE X

REPEALING CLAUSE

SEC. 21. Any provision of this Order, which may thereafter be held invalid, shall not affect the remaining provisions.

All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

ARTICLE XI

EFFECTIVITY CLAUSE

SEC. 22. This Order shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Quezon City, Philippines, August 15, 2011.

(Sgd.) PATRICIA B. LICUANAN, Ph. D.
Chairperson

ANNEX "A"

COURSE DESCRIPTIONS

MA. HISTORY/MHISTORY PROGRAMS

REQUIRED COURSES

Course Name : Philippine Historiography 1 (1521-1898)

Course Description :

The course will expose the students to primary historical data and other sources of historical information pertinent to the period from 1521-1898. The survey will include a study of archival materials, official publications memoirs, travel accounts, secondary sources, and non-traditional materials that are useful in reconstructing the history of the Philippines. It will also identify the libraries, archives, museums and other depositories of historical data here and abroad. It is hoped that this survey of historical literature will be useful in the research of neglected topics in Philippine historiography.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the period; survey of historical sources in depositories in the Philippines and abroad; state of historical writing on the Philippines; gaps in Philippine historiography for the period covered by the course.

Course Name : Philippine Historiography 2 (1898-present)

Course Description :

The course will survey the historical literature for the period from 1898 to the contemporary period, with die end in view of evaluating the historical materials thus far written and in the process point out the gaps in historiography of the period. The primary concern here is also to look at all available primary/documentary/archival materials in the Philippines and abroad that would be useful to write on many aspects of Philippine history that have not as yet been researched and/or written about With advances in technology, including what is available in the Internet, traditional historical sources can be supplemented from this source, but researchers should be instructed to always observe the rigors of historical research.

Number of Units : 3 units

Contact Hours per week : 3hours

Prerequisite : None

Suggested Course Content :

Overview of the period; survey of historical sources in depositories in the Philippines and abroad; state of historical writing on the Philippines; gaps in Philippine historiography for the period covered by the course.

CORE COURSES

Course Name : Pre-16[th] Century Philippines

Course Description :

Through the use of new evidences from archaeological sources, the course will look closely at the advent and spread of human presence in the country from ancient times until the end of the 9[th] century A.D. Patterns of migration, culture and settlement will be looked into to show how they varied or paralleled each other within the Philippines and in comparison with neighboring countries in the region. This is to be done with the end view of being able to put together a clearer picture of the people and society that existed in the Philippines during the centuries immediately prior to European contact in the 16[th] century. Currently available anthropological and linguistic information in conjunction with recent data from archaeological field research would be complemented by foreign sources from China and Indonesia which would give a more substantial understanding of the foundation of Philippine history and culture.

Number of Units : 3 units

Contact Hours per week : 3hours

Prerequisite : None

Suggested Course Content :

Overview of period covered by course; geologic formation of the archipelago; peopling of the Philippines, settlement patterns of indigenous communities; archaeological evidence for prehistory; information about society and culture from foreign sources; society before the arrival of the Spaniards in the 16[th] century.

Course Name : The Philippines, 1521-1896

Course Description :

The course covers, the history of the Philippines from the time of the arrival of Magellan in 1521 during the period known as the Age of Discovery and Expansion, through the establishment of Spanish colonial rule in the Philippines in 1565, the brief British Occupation of Manila and the return of Filipinas to Spain, and from 1765 when the country witnessed far-reaching social and economic transformation due to the changing conditions within and outside the Philippines. The period ends with the outbreak of the Revolution against Spanish rule, resulting in the eventual loss of Filipinas. The perspective to be adopted in this course is to look at the "autonomous" history of the Filipinos against the background of Spanish colonial rule. The totality of Philippine history beyond the centers of authority and control in Spanish Philippines should also be studied in this course. The research required for this course will use archival and primary documentary sources.

Number of Units : 3 units

Contact Hours per week : 3hours

Prerequisite : None

Suggested Course Content :

Overview of the period covered by the course; sources for the study of this period; Spanish colonization and Christianization; social and economic transformation in areas under Spanish rule; response of various sectors/regions to Spanish colonial rule; rise of "modernizing elite" and the beginnings and formation of the Filipino nation.

Course Name : The Philippine Revolution against Spain and the United States (1896-1902)

Course Description :

Using mainly archival/primary sources, the course will study in more depth this important period in Philippine history, specifically looking at how the Philippine Revolution against Spain was played out in regions outside the first eight provinces in Luzon where the Revolution first broke out in 1896. The course will thus look at the

situation in the Philippines outside Manila and Luzon where anti-Spanish sentiment developed due to Spanish policy and treatment of the colonized people, as well as the factors/developments in the 19[th] century which led to the inevitable outbreak of the Revolution and the end of Spanish rule. It is significant to look at the Philippine Revolution as more than an armed struggle against colonial power and look at its ideological underpinnings, its socio-economic context as a social movement, and its relevance to the formation of national identity among Filipinos today. The research required for this course will use archival and documentary sources,

Number of Units : 3 units

Contact Hours per week : 3hours

Prerequisite : None

Suggested Course Content :

Overview of the course of the Philippine Revolution against United States; documentary sources for the study of the Revolution-causes and factors leading to the Revolution against Spain and the United States; ideological underpinnings of the Revolution; Revolution in the regions: the Revolution as a social movement.

Course Name : The Philippines, 1902-1946

Course Description :

The course aims to examine the major developments during the American colonial period. It will discuss the policies and institutions — political economic, socio-cultural — that the American administrations introduced in the Philippines and their repercussions and consequences on the life of the Filipinos. Special attention will also be given to discussions on some initiatives taken by Filipino leaders to influence American policy that would affect some developments in the Philippines, such as, for instance on the issue of the timing and terms of independence and the economic relations between the Philippines and the United States. In 1935, a ten-year transition period prior to Philippine independence was inaugurated. This was the period of the Commonwealth, which was interrupted by the Second World War and the Japanese occupation. The dominant political figure of this period was President Manuel L. Quezon, who had committed the Commonwealth government to policies and programs which would prepare the country for full independence in 1946. The course will discuss the brief but difficult period of the Japanese Occupation, and its consequences on developments in the post-war period.

Number of Units : 3 units

Contact Hours per week : 3hours

Prerequisite : None

Suggested Course Content :

Overview of the period covered by the course; major developments in policies and institutions during the period of the civil government starting in 1902, the Commonwealth of the Philippines, the Japanese Occupation, and the restoration of the Philippine government; preparations for independence in 1946.

Course Name : Post War Philippines (1946-present)

Course Description :

It has been said that the twentieth century has been "the most traumatic" in the history of the Philippines, marked by occupation of another colonial power (the United States from 1898), occupation by a third power in wartime conditions (Japan in World War II), independence (in 1946), insurgency and rebellion, (the Huk Rebellion), political crisis (martial law), while experiencing unprecedented population growth and

technological progress. This course will look at the developments taken by modern Philippine society from the post-war period to the present. The focus will be the role by the Filipinos in the development of the Filipino nation since 1946 when the Philippines emerged from the devastation of war and once again build a new nation. One of the most interesting developments in the Philippines since the post-war period has involved its relations with the United States, the former colonial sovereign, which since 1946 has been viewed with alternating sentiments of "love and hate" as the Philippines and the Filipinos attempted to articulate a national identity.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the post war period; recognition of Philippine independence in 1946; recovery and rehabilitation of the Philippines; problems and issues for the independent Philippines — collaboration issue, the Huk insurgency and rebellion, political and economic crisis preceding martial law declaration; Philippine society in the post-war period.

Course Name : Selected Topics in Philippine History

Course Description :

This course focuses on topics in Philippine history that are not included in the thematic and area courses. The professor is given the leeway to expand horizontally and vertically the coverage of the topic of their choice. The course aims to further enrich the subject matter, scope, geographic focus and period covered of Philippine history.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Selected topics to be discussed during the course, not to duplicate thematic and area courses; use of primary materials in research.

DOCTORAL PROGRAM REQUIRED COURSES

Course Name : Theories and Approaches to History

Course Description :

The course will expose the student to the different theories and approaches to the study of history. It will cover the leading epistemological theories that had significant impact on the way contemporary historians study the past. It will cover the following traditions, among others: historical positivism, the Annales movement, post-modernism, the Marxist tradition, post colonial perspectives, quantitative history, nationalist historiography and other trends in contemporary times that affect the writing of history. The discussion aims to provide the students with possible theoretical frameworks that could be used in dissertation research and writing.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Theories, and approaches to the study of history; state of the art in the writing of Philippine history, identifying seminal works on Philippine history; current trends in historical research.

Course Name : The Practice of History and Historical Writing

Course Description :

This is primarily a course on research methodology. It will introduce various research techniques that could be used in constructing a credible narrative that will incorporate meaningful interpretation of the data of provided by historical sources. Aside from the traditional library and archival research, it will discuss quantitative approaches, surveys, oral interviews, investigative journalism, e-research and other similar techniques. Students will be encouraged to be trans-disciplinary in doing research and to be open to numerous perspectives in other social science disciplines and the humanities as well. Lastly, the course will also expose the students to the different style and form of presenting their research output.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Research techniques in the practice of history and historical writing; discussions of sample research using various perspectives in history and related social sciences.

MAJOR COURSES

All courses in the doctoral level will be seminar courses where the doctoral student will do independent research based on primary sources under the guidance of a professor/ adviser/supervisor. The doctoral student is expected to present in a seminar the completed research.

Course Name : Seminar on Pre-16[th] Century Philippines

Course Description :

The long period referred to as Philippine Prehistory, covering the earliest identified human habitation to just before the 10[th] c. A.D. is a dynamic area of study in terms of what has been done and what is emerging from ongoing studies. Focusing on the most recent available data from field surveys and excavations in archaeology, the seminar will likewise include the current issues and concerns in the study of Philippine prehistory. A comparative perspective would be utilized to reflect how the prehistory of the Philippines relates to studies in Southeast Asia, China and the Pacific Area.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the course and relevant literature for the period covered by the course; survey of archaeological

research on the prehistory of the Philippines; Philippine prehistory in the context of Southeast Asia, China and the Pacific area; reconstruction of Philippine society and culture prior to the arrival of the Spaniards.

Course Name : Seminar on the 16[th]-18[th] Century Philippines

Course Description :

The 16 century marks the beginning of the historical period in the sense that there are now written records about the Philippines. This singular event which had a tremendous consequence for the Philippines and what became the Filipino nation was the beginnings of Spanish colonization and the Christianization of the indigenous populations of the archipelago. The period is important because it witnessed the establishment of institutions — political and administrative, religious, economic, social, intellectual and aesthetic — which became the foundations of the modern Philippines. The adoption and adaptation of foreign institutions to the Philippine setting and the role played by the Filipinos during this period will be the conceptual framework used in this course. There should be particular attention given to developments in the 17[th] and 18[th] centuries -the so-called "formative years" and the transition "from indio to Filipino" — which are the forgotten centuries of Philippine history. Likewise, the course will also look into hitherto neglected areas of study which would situate the Philippines in the larger world of the Spanish Empire (Madrid/Mexico) and Southeast Asia, areas which had hitherto not been given much attention. Finally, it is important that the historical development of this period include also the marginal areas or the periphery which are the traditional homes of the Muslims (Moros) and upland peoples (Igorrotes).

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the period and relevant literature for the period covered by the course; beginnings of Spanish colonization and Christianization and the consequences for the Filipinos in Luzon and the Visayas; Spanish engagements in the Muslim and highland areas and the reaction of the indigenous population; Philippine society as a consequence of Spanish colonization.

Course Name : Seminar on 19[th] Century Philippines — Nationalism and Revolution

Course Description :

The 19[th] century was a very significant period in Philippine history, as it was for the rest of the countries which came under colonial rule. The seemingly stagnant state of affairs in the Philippines changed with the breaking down of Spanish monopolistic policies which resulted in economic and administrative reforms which brought about significant changes in colonial policy and practice in the Philippines, resulting in economic and social transformation with far reaching consequences. The Philippines followed the course of nationalism and revolution set by Spanish America, culminating in the explosion of the Revolution against Spain in 1896, and the eventual dissolution of the Spanish Empire in 1898. Philippine nationalism is traditionally dated from the event of 1872 — the Cavite Mutiny and its aftermath — but the forces which were at-work since the middle of the 18[th] century after the brief British Occupation of Manila were contributing factors in the final separation of the Philippines from the Spanish Empire. The course will thus look at the ideological and philosophical underpinnings of the "nationalist movement and the consequent outbreak of the Revolution in 1896. The revolutionary changes in political and economic structures (among other things) were critical to the shaping of contemporary Philippine society.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the course and relevant literature covered by the period of the course; beginnings of nationalism among the Filipinos and the causes and factors which brought this about; Spanish colonial policy towards the nationalist movement: ideological and philosophical underpinnings of the nationalist movement and the Revolution; consequences of nationalism and revolution in the formation of the nation.

Course Name : Seminar on Filipino-American War (1899-1902)

Course Description :

The narrative of the course starts from the outbreak of the war (Feb. 4, 1899) and ends with the establishment of civil government in 1902. The discussion focuses on the military strategier, that the two protagonists employed to ensure their victory. In their seminar paper, students are expected to use primary sources that would further enrich our knowledge on how Aguinaldo and his followers resisted the imposition of American rule. The more: important coverage or the course would be discussion of the effects of the war on the everyday life of the Filipinos in the provinces affected by the military operations and policies of the American military government in the Philippines.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the period and relevant literature for the period covered by die course: the causes of the outbreak of the war; prosecution of the war throughout the archipelago; effects of the war on the everyday life of the Filipinos affected by the conflict; outcome of the war for the protagonists.

Course Name : Seminar on the Commonwealth Period (1935-1946)

Course Description :

The course will cover the ten-year transition period that would ultimately end in the recognition of Philippine independence in 1946. The ten-year transition preparatory to independence was interrupted by War and the Japanese occupation of the Philippines. Nevertheless, the foundations of the Philippine state were established even in the short period available to the Commonwealth and should be studies for their consequences on the future independent Philippine Republic.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the period and relevant literature for the period covered by the course; preparations for the Commonwealth government, the interruption cause by the Japanese occupation of the Philippines and consequences for the pending independence in 1946; preparations for independence in 1946.

Course Name : Seminar on the Second World War and the Japanese Occupation

Course Description :

The outbreak of the Second World War (in December 1941) and the resulting Japanese Occupation of the Philippines (1942-1945) is probably one of the most "traumatic" periods in Philippine history in the 20[th] century, barring the Revolution from Spain and the War with the United States from 1896-1902. The course will look at outbreak and course of the Pacific War as it was played out in the Japanese Occupation of the Philippines and elsewhere in Asia. Developments in the region were influenced by this display of Japanese imperialism. The Japanese Occupation of the Philippines will be studied beyond, the military and administrative aspects of Japanese rule, to include the impact of the occupation in the lives of the people and the future of the Philippines already on the road to independence. Beyond resistance (guerrilla movements) and collaboration, which were the two most important reactions to war and occupation, the course will look at the consequences of this critical period to the political, social, psychological, and ideological frameworks and practices of present-Philippines and the Filipinos. Perhaps contemporary developments and our "weak" Republic can be traced to the trauma of the occupation years.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the course and relevant literature for the period covered by the course; outbreak of the war in the context of world and Asian even is; the course of the occupation and the consequences on the Filipinos; the guerrilla resistance; the "puppet" Republic; the consequences of the war years on the independent nation in 1946.

Course Name : Seminar on Contemporary (Post-War) Philippines (1946-present)

Course Description :

The course covers the period from the end of World War II (1946) to the recent contemporary times in the Philippines. In the light of the studies on the previous three centuries of Philippine history under two colonial and one conquering regimes, the thrust of the course will be developments in Philippine society as it emerged into a fully independent country with the responsibility of running its own government without the intervention/supervision, of foreign colonial powers. The Philippines has been through some unique experiences unprecedented and unexpected in its development as a nation. After the massive rehabilitation and reconstruction which was necessitated by the destruction of World War II and the Japanese Occupation, democratic institutions were restored and had been routinely following its course when martial law was declared in 1972 on the pretext of a national emergency. The long rule of an authoritarian regime was broken by a "People Power Revolution," unprecedented in the world. The course will look at the consequences and implications of "People Power," and what it has brought to the people. The course should be reflective of the lessons in history that should guide the future generations of Filipinos in leading the country through the 21[st] century.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the course and relevant literature for the period covered by the course; post-war rehabilitation and

reconstruction; problems and issues in Philippine society in the course of the post-war developments; perspective for the future.

Course Name : Seminar on Local and Oral History

Course Description :

In an archipelagic country where numerous islands, provinces, ethnic and cultural communities comprise the mosaic of the Filipino nation, it is not appropriate to view Philippine national history from the traditional "center" (Manila and Luzon). It is not also accurate to portray the various-regions or provinces as separate "local" history distinct from the whole. The course emphasizes the study of history beyond the centers of authority and population in the Philippines and will view these histories in comparative and integrative methodologies so they can be situated in the context of a national history.

An important segment of the course is an incisive discussion of local historical studies in the country from 1960s, highlighting in the process the works/efforts undertaken by academicians, local historians and historical organizations to strengthen the endeavor. Moreover, in the light of the peculiar ethnic depiction of their past, the course will also focus on the methodological significance of oral history as it also provides strategy for research, especially for cultural communities where a system of writing has not been a tradition.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Definition of local history and oral history and relevant literature on Philippine local history; methodology of local history and oral history; local history in the context of national history.

Course Name : Seminar on the Ethnic Histories of the Philippines

Course Description :

The Philippines is a multi-cultural and multi-ethnic country composed of three major communities — the Christian, the Bangsa Moro and the cultural communities — all woven into the fabric of the nation. The histories and cultures of these various groups are the focus of the course, surveying their anthropologic past, consolidation as a community and how external interactions and interventions affected their ways of life and the other Filipinos. A major highlight of the course is an evaluation of their similarities and differences/distinctiveness that contributed to the multi-faceted identity of the Philippines and the Filipinos.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the course and relevant literature; survey of history and culture of ethnic communities in the Philippines; methodology and perspective, in the study of ethnic histories; ethnic histories in the context of national history.

Course Name : Seminar on the History in Social Movements in the Philippines

Course Description :

The course will look at the history of social movements in the Philippines prior to the nineteenth century and up to the present; as they portray the Filipinos' desire to create an equitable and just society for themselves and the generations after them; Proto-movements in the 1700s and the rise of the Cofradia de San Jose, in the 1840s provide seminal glimpses while the Propaganda Movement offers an interesting discourse on "national" reformatory change. The Philippine Revolution, however, dramatizes a gargantuan attempt to create a Philippines for Filipinos which would bring and guarantee freedom and justice. Subsequent manifestations that are amply recorded throughout Philippine history, in the form of millenarian or messianic movements, popular or regional uprisings; everyday forms" of resistance, labor and peasant-based, and in the twentieth century, "regenerative" campaigns such as the Christian Democratic Movement and various moral recovery programs, will also be tackled. Through the lectures and seminar presentations, the various movements will be discussed in historical context and comparative evaluations will be provided.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the course and relevant literature; survey of social movements in the Philippines in the course of Philippine history; methodology and sources for research on social movements in the Philippines.

Course Name : Seminar on Moro History

Course Description :

The course is a multi-disciplinary approach to a better understanding of Muslims in the Philippines in the context of Spanish and western colonization of the Philippines and of Islam's growing influence in world affairs. It will be an in-depth study of the metamorphosis of Muslim ambivalence to pacifist measures and aggressive political campaigns to propagate Islamism. An analysis of the strategic formation of states (sultanates/caliphates) will be undertaken, along with the repercussions of European/American incursions from the 16th-20th centuries. A major highlight of the course is the creation of Islamic nations and the divergent paths taken by their leaders to address continuing western overtures while they continue to spread the "word of Allah." A significant co-relative discussion of Muslims in the Philippines will be the other equally important segment of the course. This will inform the rise of the Bangsa Moro movement, its internationalization and attempts at secession in the midst of apparent/perceived "Christian prejudice," government apathy and "incessant western imperialism."

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the course and relevant literature, with special reference to the history of Muslims in the Philippines; study of Islam as a way of life for all Muslims,, including the Muslims in the Philippines; the place of Muslim history in the national history of the Philippines, taking into consideration the issues that affect the relations between Muslim Filipinos and the rest of the non-Muslim communities in the Philippines.

Course Name : Seminar on Selected Topics in Philippine History

Course Description :

This course focuses on topics in Philippine history that are not included in the thematic and area courses. The student is given the leeway to expand horizontally and vertically the coverage of the topic of their choice. The seminar paper aims to enrich the subject matter, scope, geographic focus and period covered of Philippine history.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Selected topics to be discussed during the course, not to duplicate thematic and area courses; use of primary materials in research and seminar presentations required for students.

Course Name : Seminar on Comparative Revolutions in Southeast Asia

Course Description :

The course begins with a survey of European overseas expansion/colonialism in Southeast Asia, culminating in the heyday of imperialism in the 19[th] century. Particular attention will be given to the "autonomous" histories of Southeast Asia in the face of the imperialistic designs of the western powers, including the United States. Against the background of the struggle for political and cultural independence (and adaptation of the colonized countries) during the "high colonial age" in the nineteenth century, the nationalist struggles and other forms of resistance will be studied in comparative historiography. Particularly important is to situate the nationalist movement in the Philippines in the light of contemporary developments in Southeast Asia.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the course and relevant literature; background of western colonialism and imperialism in Southeast Asia; movements for political and cultural independence; comparative studies, with special reference to the Philippine case.

Course Name : Seminar on Contemporary Asia

Course Description :

Being an Asian country, and while it was oriented in the past to the west, the Philippines has attempted to move in the direction of involvement in Asian affairs. The course will look at contemporary developments in the areas where the Philippines will play the most meaningful part — Southeast Asia, through ASEAN; East Asia, especially with China and Japan; and in the light of recent immigration to the Philippines of South Asians, Chinese, and Koreans, the course will look at the significant developments in these countries in Asia as they impact on developments in the country, especially along economic and cultural lines.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the course and relevant literature; rise of independent states formerly under Western colonial rule; relations among states in Asia Southeast Asia, East Asia, South Asia, the Middle East, and relations with Western powers.

Course Name : Seminar on Contemporary American History

Course Description :

The period to be covered in this course will be from the end of the Civil War and the rise of the United States as a world superpower, today the only superpower in the world. Particular attention will be given to the role of the United States in Asian/ Pacific affairs, especially in Southeast Asia where the Philippines is located and in the light of political and economic developments, and security concerns in/with ASEAN, China, and Japan.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the course and relevant literature; background history of the Civil War and the rise of the United States as a world power; US ventures into imperialism, with special reference to the Philippines and China; the US as a world power/superpower.

Course Name : Seminar on Contemporary European History

Course Description :

The course, will cover the period from the middle of the 19[th] century and will discuss such developments as the impact of the Industrial Revolution, the expansion of Europe beyond its continental borders, European colonialism and imperialism, the spread of liberalism, socialism and nationalism, the two World Wars and their aftermath, the Cold War, totalitarianism and the collapse of communism, and the forces and ideologies that have shaped modern European history and Europe's relations with non-European nations.

Number of Units : 3 units

Contact Hours per week : 3 hours

Prerequisite : None

Suggested Course Content :

Overview of the course and relevant literature; background history from the mid-19[th] century and how these developments influenced relations among countries; forces and ideologies that have shaped European history.

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