



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
COMMISSION ON HIGHER EDUCATION

**THE LIFE AND WORKS OF RIZAL Preliminaries**

Course Title : **The Life and Works of Jose Rizal**

No. of Units : **3 units**

Course Description:

As mandated by Republic Act 1425, this course covers the life and works of the country's national hero, Jose Rizal. Among the topics covered are Rizal's biography and his writings, particularly the novels *Noli Me Tangere* and *El Filibusterismo*, some of his essays, and various correspondences.

**Learning Outcomes**

At the end of the course, students should be able to:

1. Discuss Jose Rizal's life within the context of 19<sup>th</sup>-century Philippines
2. Analyze Rizal's various works, particularly the novels *Noli me Tangere* and *El Filibusterismo*
3. Organize Rizal's ideas into various themes
4. Demonstrate a critical reading of primary sources
5. Interpret the values that can be derived from studying Rizal's life and works
6. Display an appreciation for education and love of country

Number of Hours: **3 hours every week for 18 weeks or 54 hours in a semester**

**Course Outline**

1. Introduction to the course: Republic Act 1425
2. 19<sup>th</sup> century Philippines as Rizal's context
3. Rizal's Life: Family, Childhood and Early Education
4. Rizal's Life: Higher Education and Life Abroad
5. Rizal's Life: Exile, Trial, and Death
6. Annotation of Antonio Morga's *Sucesos de las Islas Filipinas*
7. *Noli Me Tangere*
8. *El Filibusterismo*
9. The Philippines: A Century Hence (Other possible topics: Letter to the Women of Malolos/The Indolence of the Filipinos)
10. Jose Rizal and Philippine Nationalism – *Bayani and Kabayanihan*
11. Jose Rizal and Philippine Nationalism - National Symbol

### THE LIFE AND WORKS OF RIZAL Learning Plan

Learning Outcome	Topic	Methodology	Resources	Assessment
<p>Explain the history of the Rizal Law and its important provisions</p> <p>Critically assess the effectiveness of the Rizal Course</p>	<p>Introduction to the course</p> <p>Republic Act 1425</p>	<p>Lecture: Historical background and context of RA 1425; Why study the life and works of Rizal?</p> <p>Class Activity 1: Read the "Rizal Law" (RA 1425)</p> <p>Class Activity 2: Think-Group-Share: Opening question will be posted by instructor: Think of a recent novel/story that you've read. How did you learn from that story? Apply this experience to Rizal's writings. How would reading Rizal's novels impart patriotism?). Reflect individually then discuss as a group. Present results of group discussions in class.</p>	<p>Text of the RA 1425 <a href="http://www.gov.ph/1956/06/12/republic-act-no-1425/">http://www.gov.ph/1956/06/12/republic-act-no-1425/</a></p> <p>Constantino, Renato. <i>The Making of a Filipino: A Story of Philippine Colonial Politics</i>. QC: R. Constantino, 1982, pp. 244-247.</p> <p>Jose B. Laurel Jr. "The Trials of the Rizal Bill," <i>Historical Bulletin</i> vol. 4, no. 2 (1960): 130-139.</p> <p>Schumacher, John. "The Rizal Bill of 1956: Horacio de la Costa and the Bishops," <i>Philippine Studies</i> 59 no. 4 (2011): 529-553.</p> <p>Caroline S. Hau, "Introduction" in <i>Necessary Fictions: Philippine Literature and the Nation, 1946-1980</i>. Quezon City: Ateneo de Manila University</p>	<p>Writing exercise: Compare and contrast the views of those in favor and against RA 1425, considering the context of the 1950s; Would similar arguments still have force today?</p> <p>OR</p> <p>Reflect on your secondary education: Did your school comply with RA 1425? How effective is the Rizal law in instilling patriotism among secondary school students?</p>

<p>Appraise the link between the individual and society</p> <p>Analyze the various social, political, economic, and cultural changes that occurred in the nineteenth century</p> <p>Understand Jose Rizal in the context of his times</p>	<p>The Philippines in the nineteenth century as Rizal's context</p> <ul style="list-style-type: none"> <li>• Economic: end of the galleon trade, opening of the Suez Canal, opening of ports to world trade, rise of the export crop economy, and monopolies</li> <li>• Social: education, rise of the Chinese mestizo, rise of the inquilino</li> <li>• Political: Liberalism, impact of the Bourbon reforms, Cadiz constitution</li> </ul> <p>Subtopic: seeing</p>	<p>Lecture: Brief summary of Spanish colonization of the Philippines as a background</p> <p>Lecture: The nineteenth century as a century of change</p> <p>Class activity: Film viewing of "Ganito Kami Noon, Paano Kayo Ngayon?"</p>	<p>Press, 2000, pp. 1-14.</p> <p>Nelson, Gloria Luz. "Mga Pananaw hinggil sa ugnayan ng talambuhay at lipunan," in Diestro, D, et al. <i>Si Heneral Paciano Rizal sa Kasaysayang Pilipino</i>. Los Banos: UPLB Sentro ng Wikang Filipino, 2006.</p> <p>C. Wright Mills. "The Promise," <i>The Sociological Imagination</i>. Oxford: Oxford University Press, 1959. <a href="http://legacy.lclark.edu/~gol-dman/socimagination.html">http://legacy.lclark.edu/~gol-dman/socimagination.html</a></p> <p>P. Sztompka. "Great Individuals as Agencies of Change" in <i>The Sociology of Social Change</i>. Wiley, 1993.</p> <p>John Schumacher. "Rizal in the Context of the 19<sup>th</sup> Century Philippines" in <i>The Making of a Nation: Essays on Nineteenth-Century Filipino Nationalism</i>. Quezon City: ADMU Press, 1991.</p>	<p>Pop Quiz: Graphic organizer/ table mapping the changes in the nineteenth-century Philippines, categorizing social, political, economic, cultural changes</p> <p>Reflection paper about the film Guide Questions:</p> <ul style="list-style-type: none"> <li>• Describe the nineteenth-century Philippines as represented in the film</li> <li>• Based on your reading and class discussion, what can you say about the film's representation of the nineteenth century?</li> <li>• What is the main question that the film seeks to answer? What is your own reflection based on the film and your understanding?</li> </ul>
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	the life of an individual in society and society in the life of an individual		Film: "Ganito Kami Noon, Paano Kayo Ngayon?" directed by Eddie Romero (1976)	
Analyze Rizal's family, childhood, and early education  Evaluate the people and events and their influence on Rizal's early life	Rizal's Life: Family, Childhood and Early Education	Lecture: Rizal's Family, Childhood, and Early Education  Class activity: Read Rizal's "Memoirs of a Student in Manila," Chapter 1  Class activity: Create a timeline of Rizal's Childhood and Early Education	Coates, Austin. <i>Rizal: Filipino Nationalist and Martyr</i> . Hong Kong: Oxford University Press Quezon City: Malaya Books, 1969; or Filipino translation by Nilo S. Ocampo. <i>Rizal: Makabayan at Martir</i> . Quezon City: University of the Philippines Press, 2007.  Rizal, Jose. "Memoirs of a Student in Manila," Appendix Section of Gregorio Zaide's <i>Jose Rizal: Life, Works and Writings</i>	Students will write a short biographical essay that compare the student's early childhood with Rizal's own
Explain the principle of assimilation advocated by the Propaganda Movement  Appraise Rizal's relationship with	Rizal's Life: Higher Education and Life Abroad	Lecture: Rizal's education at the Ateneo Municipal and at the University of Santo Tomas; Rizal's life abroad  Class activity: Read Jose Rizal's Brindis speech  Class activity: Read first	Schumacher, John. <i>The Propaganda Movement, 1880-1885: The Creation of a Filipino Consciousness, The Making of a Revolution</i> . Quezon City: Ateneo de Manila University Press, 1997.	Written document analysis worksheet

<p>other Propagandists</p> <p>Analyze Rizal's growth as a Propagandist and disavowal of assimilation</p>		<p>issue of <i>La Solidaridad</i> and analyze the aims stated therein; answer written document analysis worksheet</p>		
<p>Analyze the factors that led to Rizal's execution</p> <p>Analyze the effects of Rizal's execution on Spanish colonial rule and the Philippine Revolution</p>	<p>Rizal's Life: Exile, Trial, and Death</p>	<p>Lecture: Rizal's last years covering his exile, trial, and death</p> <p>Class activity: Read the Constitution of La Liga Filipina and fill out a table (graphic organizer) with the aims of La Liga Filipina in one column and examples of how these aims could be attained in another column</p> <p>Class activity: Read Rizal's last letters to family members and Blumentritt</p> <p>Class activity: Read Teodora Alonzo's letter to Governor General Polavieja and write a similar letter persuading him to spare Rizal's life</p>	<p>Coates, Austin. <i>Rizal: Filipino Nationalist and Martyr</i>. Hong Kong: Oxford University Press, Quezon City: Malaya Books, 1969.</p> <p>Ileto, Reynaldo. "Rizal and the Underside of Philippine History" In <i>Filipinos and their Revolution: Event, Discourse, and Historiography</i>. Quezon City: Ateneo de Manila University Press, 1998, pp. 29-78.</p> <p>Teodora Alonzo's petition to Camilo Polavieja, Manila, 28 December 1896.</p>	<p>Graphic organizer for activity on La Liga Filipina</p> <p>Reflection paper about the film</p> <p>Guide Questions:</p> <ul style="list-style-type: none"> <li>• Describe the life of Jose Rizal as represented in the film.</li> <li>• Based on your reading and class discussion, what can you say about the film's representation of Jose Rizal?</li> <li>• What is the main question that the film seeks to answer?</li> </ul>

		<p>Film viewing: Option 1: Jose Rizal, GMA Films, directed by Marilou Diaz Abaya</p> <p>Option 2: Rizal sa Dapitan, directed by Tikoy Aguiluz</p>		What is your own reflection based on the film and your understanding.
<b>First Long Examination</b>				
<p>Analyze Rizal's ideas on how to rewrite Philippine history</p> <p>Compare and contrast Rizal and Morga's different views about Filipinos and Philippine culture</p>	<p>Annotation of Antonio Morga's <i>Sucesos de las Islas Filipinas</i></p>	<p>Lecture on Rizal's view of Philippine History and Historiography</p> <p>Class activity: Read introduction and last chapter of Rizal's Annotation of Antonio Morga's <i>Sucesos de las Islas Filipinas</i></p> <p>Class activity: Read "A Legacy of the Propaganda: The Tripartite View of Philippine History" by Zeus Salazar</p> <p>Class activity: Make a table comparing and contrasting Rizal and Morga's views on Filipino culture</p>	<p>Blumentritt, Ferdinand. Prologue to Jose Rizal, Annotated Copy of Antonio de Morga's <i>Sucesos de las Islas Filipinas</i> (Manila: National Centennial Commission, 1962)</p> <p>Ocampo, Ambeth. "Rizal's Morga and views of Philippine History" in <i>Philippine Studies</i> vol 46 no. 2 (1998). <a href="http://www.philippinestudies.net/ojs/index.php/ps/article/viewFile/662/663">http://www.philippinestudies.net/ojs/index.php/ps/article/viewFile/662/663</a></p> <p>Salazar, Zeus. "A Legacy of the Propaganda: The Tripartite View of Philippine</p>	Group discussion and oral presentation on Rizal's historiography

			<p>History" in Atoy Navarro and Flordeliza Lagbao-Bolante, eds. <i>Mga Babasahin sa Agham Panlipunang Pilipino: Sikolohiyang Pilipino, Pilipinolohiya, at Pantayong Pananaw</i>. QC: C&amp;E Publishing, 2007.  <a href="http://www.bagongkasaysayan.org/downloadable/zeus_005.pdf">http://www.bagongkasaysayan.org/downloadable/zeus_005.pdf</a></p> <p>Rizal, Jose. <i>Historical events of the Philippines Islands by Dr. Antonio de Morga, published in Mexico in 1609, recently brought to light and annotated by Jose Rizal, preceded by a prologue by Dr. Ferdinand Blumentritt</i>. Manila: Jose Rizal National Centennial Commission, 1962</p>	
<p>Appraise important characters in the novel and what they represent</p> <p>Examine the</p>	<i>Noli Me Tangere</i>	Lecture on Rizal's representation of the conditions and problems of Philippine society in the nineteenth century through the <i>Noli Me Tangere</i>	<p>Constantino, Renato. "Our task: to make Rizal obsolete" in <i>This Week, Manila Chronicle</i> (14 June 1959)</p>	



<p>present Philippine situation through the examples mentioned in the <i>Noli</i></p>		<p>Class activity 1: Present a skit showcasing a theme presented in the <i>Noli</i> (some examples: comparison of women in the nineteenth century and in the present; social change; colonization; church ministers; social hierarchy; patriotism; social reform)</p> <p>Class Activity 2: Write an essay with the aim of answering the following: (a) What is freedom? (b) How is the lack of freedom portrayed in the novel? (c) How is the situation in the novel different from today?</p> <p>Class Activity 3: Divide class into groups and have each group draw the family tree of Crisostomo Ibarra. Have each group present in class and discuss: (1) What were the changes from one generation to the next, and (2) What do these changes suggest about the Creoles in</p>	<p>Daroy, Petronilo. <i>Rizal contrary essays</i>. Quezon City: Guro Books, 1968</p> <p>Almario, Virgilio. <i>Si Rizal: Nobelista</i>. Quezon City: University of the Philippines Press, 2008</p> <p>Rizal, Jose. <i>Noli Me Tangere</i>. Trans. Virgilio Almario or Soledad Maximo Locsin</p> <p>Anderson, Benedict. <i>Why Counting Counts: A Study of Forms of Consciousness and Problems of Language in Noli Me Tangere and El Filibusterismo</i>. Quezon City: Ateneo de Manila University Press, 2008</p> <p>Caroline S. Hau, "Introduction" in <i>Necessary Fictions: Philippine Literature and the Nation, 1946–1980</i>. Quezon City: Ateneo de Manila University Press, 2000</p>	
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		<p>the Philippines?</p> <p>Class Activity 4: Write an essay with the aim of addressing the questions: (a) What are the anti-modern aspects of colonial society portrayed in <i>Noli me tangere</i>? (b) Why can modernity be considered as the central problem of Rizal's novel? (For reference, see Introduction in Caroline Hau 2000)</p>		
<p>Compare and contrast the characters, plot, and theme of the <i>Noli</i> and the <i>El Fili</i></p> <p>Value the role of the youth in the development and future of society</p>	<i>El Filibusterismo</i>	<p>Lecture on the background of the publication of the <i>El Filibusterismo</i></p> <p>Lecture on the major themes, plot, characters, and ideas in the novel</p> <p>Class activity: Read the dedication to Gomburza</p> <p>Class activity: Group Discussion on the differences between the <i>Noli</i> and <i>El Filibusterismo</i></p>	<p>Daroy, Petronilo. <i>Rizal contrary essays</i>. Quezon City: Guro Books, 1968</p> <p>Almario, Virgilio. <i>Si Rizal: Nobelista</i>. QC: UP Press, 2008</p> <p>Anderson, Benedict. <i>Why Counting Counts: A Study of Forms of Consciousness and Problems of Language in Noli Me Tangere and El Filibusterismo</i>. Quezon City: Ateneo de Manila University Press, 2008</p>	<p>Graphic organizer: Compare and contrast, and show continuities and/or changes in Rizal's ideas expressed in the <i>Noli</i> and <i>Fili</i></p> <p>Reflection paper about select chapters discussing the role of youth in society (e.g., Ch. 24, Ch. 39)</p>

			<p>Reyes, Miguel Paolo. "El Filibusterismo and Jose Rizal as 'Science Fictionist'" in <i>Humanities Diliman</i> vol. 10 no. 2 (2013).  <a href="http://journals.upd.edu.ph/index.php/humanitiesdiliman/article/view/4168/3774">http://journals.upd.edu.ph/index.php/humanitiesdiliman/article/view/4168/3774</a></p> <p>Rizal, Jose. <i>El Filibusterismo</i>. Trans. Virgilio Almario or Soledad Maximo Locsin</p>	
<p>Assess Rizal's writings</p> <p>Appraise the value of understanding the past</p> <p>Frame arguments based on evidence</p>	<p>The Philippines: A Century Hence</p> <p>Other possible topics:  Letter to the Women of Malolos /  On the Indolence of the Filipinos</p>	<p>Lecture on "The Philippines a Century Hence"</p> <p>Class activity: group discussion on Rizal's essay and the arguments he presented</p>	<p>Rizal, Jose. "The Philippines a century hence"  Can be accessed through:  <a href="http://www.archive.org/stream/philippinescentu00riza/philippinescentu00riza_djvu.txt">http://www.archive.org/stream/philippinescentu00riza/philippinescentu00riza_djvu.txt</a></p>	<p>Essay writing: Write a response to Jose Rizal with the students situating themselves a century after Rizal's time</p> <p>Alternative: Give a speech that will serve as a response to Rizal</p>
<p>Interpret views and opinions about <i>bayani</i> and <i>kabayanihan</i> in the context of</p>	<p>Jose Rizal and Philippine Nationalism – <i>Bayani and Kabayanihan</i></p>	<p>Lecture/Discussion on the changing forms and definitions of <i>bayani</i> and <i>kabayanihan</i> from precolonial Philippines to present</p>	<p>Eugenio, Damiana. <i>Philippine Folk Literature: The Epics</i>. QC: UP Press, 2001.</p>	

<p>Philippine history and society</p> <p>Assess the concepts of <i>bayani</i> and <i>kabayanihan</i> in the context of Philippine society</p>		<p>Class Activity: Read select Philippine Epics</p> <p>Class activity: Read Ricardo Nolasco, "Ang Pinagmulan ng Salitang Bayani" (2001)</p> <p>Group Activity: Each group will choose their own <i>bayani</i> according to their standards and present it to the class</p>	<p>Revel, Nicole, ed. <i>Literature of voice: Epics in the Philippines</i>. QC: ADMU Press, 2005.</p> <p>Nolasco, Ricardo Ma. D. "Pinagmulan ng Salitang Bayani" sa <i>Diliman Review</i>, vol 45, no. 2-3, 1997, pp. 14-18.</p> <p>Salazar, Zeus A. "Ang Bayani bilang sakripisyo: pag-aanyo ng pagkabayani sa agos ng kasaysayang Pilipino" in <i>Kalamidad, Rebolusyon, Kabayanihan: Mga kahulugan nito sa kasalukuyang panahon</i>. QC: ADHIKA ng Pilipinas, 1996.</p> <p>De Ocampo, Esteban. "Who Made Rizal our Foremost National Hero, and Why?" in <i>Jose Rizal: Life, Works, and Writings of a Genius, Writer, Scientist and National Hero</i>, edited by Gregorio Zaide. 1984.</p>	
<p>Examine the values</p>	<p>Jose Rizal and</p>	<p>Lecture: Criteria for national</p>	<p>Joaquin, Nick. <i>A question of</i></p>	<p>Present a photo exhibit</p>

<p>highlighted by the various representations of Rizal as a national symbol</p> <p>Advocate the values Rizal's life encapsulates</p>	<p>Philippine Nationalism - National Symbol</p>	<p>heroes as determined by the National Heroes Committee created by Executive Order No. 75, 1993.</p> <p>Class activity: create a cluster diagram on the values highlighted by Rizal's life</p> <p>Optional: Educational trip (possible places to visit: Rizal Shrine, Calamba; Fort Santiago; Dapitan Shrine)</p>	<p><i>heroes</i>. Pasig: Anvil, 2005. (Chapters on Rizal, Bonifacio, and Aguinaldo.)</p> <p>Lahiri, Smitha. "Writer, hero, myth, and spirit: The changing image of Jose Rizal." Cornell University papers on Southeast Asia. <a href="http://www.seasite.niu.edu/Tagalogs/Modules/Modules/PhilippineReligions/article_rizal.htm">http://www.seasite.niu.edu/Tagalogs/Modules/Modules/PhilippineReligions/article_rizal.htm</a></p>	<p>of different Rizal monuments in the Philippines and abroad. Write short descriptions about their background and interpretations on their imagery and representations.</p> <p>Essay writing or speech about a particular value Rizal advocated</p> <p>Students choose a key issue (e.g., heroism and the notion of sacrifice; literature and national consciousness; ethics and our concepts of leadership; ethnicity and national belonging) to be tackled in an integrating project assigned by the teacher (e.g., a newspaper; an audio-visual project; composition of lyrics with musical arrangement; or a painting/mural)</p>
<p><b>Second Long Examination</b></p>				

## THE LIFE AND WORKS OF RIZAL Course Map

G.E. Learning Outcomes	The Life and Works of Jose Rizal
<b>A. INTELLECTUAL COMPETENCIES (Knowledge)</b>	
1. Analyze "texts" (written, visual, oral, etc.) critically	P
2. Demonstrate proficient and effective communication (writing, speaking, and use of new technologies)	P
3. Use basic concepts across the domains of knowledge	O
4. Demonstrate critical, analytical, and creative thinking	L
5. Apply different analytical modes in problem solving	P
<b>B. PERSONAL AND CIVIC RESPONSIBILITIES (Values)</b>	
1. Appreciate the complexity of the human condition	O
2. Interpret the human experience from various perspectives	L
3. Examine the contemporary world from both Philippine and global perspectives	O
4. Take responsibility for knowing and being Filipino	L
5. Reflect critically on shared concerns	L
6. Generate innovative practices and solutions guided by ethical standards	L

Legend:

L = Learned

P = Practiced

O = Opportunity to learn

G.E. Learning Outcomes	The Life and Works of Jose Rizal
7. Make decisions based on moral norms and imperatives	P
8. Appreciate various art forms	O
9. Advocate respect for human rights	P
10. Contribute personally and meaningfully to the country's development	P
<b>C. PRACTICAL SKILLS (Skills)</b>	
1. Work effectively in a group	P
2. Apply computing tools to process information effectively	O
3. Use current technology to assist and facilitate learning and research	O
4. Negotiate the world of technology responsibly	O
5. Create solutions to problems in various fields	P
6. Manage one's knowledge, skills, and values for responsible and productive living	P
7. Organize one's self for lifelong learning	L

Legend:

L = Learned

P = Practiced

O = Opportunity to learn

### **THE LIFE AND WORKS OF RIZAL Required Readings and Other Materials**

- Coates, Austin. *Rizal: Filipino Nationalist and Martyr*. Hongkong: Oxford University Press, Quezon City: Malaya Books, 1969.
- Rizal, Jose. *El Filibusterismo* (Translation by Virgilio Almario or Soledad Lacson-Locsin)
- Rizal, Jose. *Noli me tangere* (Translation by Virgilio Almario or Soledad Lacson-Locsin)
- Rizal, Jose. *Historical events of the Philippines Islands by Dr. Antonio de Morga, published in Mexico in 1609, recently brought to light and annotated by Jose Rizal, preceded by a prologue by Dr. Ferdinand Blumentritt*. Manila: Jose Rizal National Centennial Commission, 1962.
- Rizal, Jose. "The Philippines a Century Hence" In *La Solidaridad*

### **THE LIFE AND WORKS OF RIZAL Suggested Readings and References**

- Almario, Virgilio. *Si Rizal: Nobelista*. Quezon City: University of the Philippines Press, 2008.
- Anderson, Benedict. *Why Counting Counts: A Study of Forms of Consciousness and Problems of Language in Noli Me Tangere and El Filibusterismo*. Quezon City: Ateneo de Manila University Press, 2008.
- Chua, Apolonio Bayani and Patricia Melendrez Cruz. *Himalay ni Rizal*. Manila: Sentrong Pangkultura ng Pilipinas, 1991.
- Constantino, Renato. *The Making of a Filipino: A Story of Philippine Colonial Politics*. Quezon City: R. Constantino, 1982.
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- Daroy, Petronilo at Dolores Feria. *Contrary Essays*. Quezon City: Guro Books, 1968.
- Diestro, Dwight David et al. *Talambuhay at Lipunan: Si Heneral Paciano Rizal sa Kasaysayang Pilipino*. University of the Philippines Los Baños Sentro ng Wikang Filipino. 2006.
- Fast, Jonathan at Jim Richardson. *Roots of Dependency: Political and Economic Revolution in the 19<sup>th</sup> Century Philippines*. Quezon City: Foundation for Nationalist Studies, 1979.
- Guerrero, Leon Ma. *The First Filipino: A Biography of Rizal*. Manila: National Heroes Commission, 1963.
- Guillermo, Ramon G. "Si Rizal at ang Kanyang Konsepto ng Kabayanihan sa kanyang Liham sa mga Kababaihan ng Malolos" sa *Diliman Review*. Tomo 45, Bilang 2-3, 1997, pp. 26-29
- Hau, Caroline S. *Necessary Fictions: Philippine Literature and the Nation, 1946–1980*. Quezon City: Ateneo de Manila University Press, 2000.



- Ileto, Reynaldo. "Rizal and the Underside of Philippine History" In *Filipinos and their Revolution: Event, Discourse, and Historiography*. Quezon City: Ateneo de Manila University Press, 1998.
- Ileto, Reynaldo. *Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910*. Quezon City: Ateneo de Manila University Press, 1979.
- Joaquin, Nick. *A Question of Heroes*. Pasig: Anvil, 2005.
- Lahiri, Smitha. "Writer, hero, myth, and spirit: The changing image of Jose Rizal." Cornell University papers on Southeast Asia.
- Laurel, Jose B. Jr. "The Trials of the Rizal Bill," *Historical Bulletin* vol. 4, no. 2 (1960).
- Nolasco, Ricardo Ma. D. "Pinagmulan ng Salitang Bayani" sa *Diliman Review*, Tomo 45, Bilang 2-3, 1997, pp. 14-18.
- Ocampo, Ambeth. "Rizal's Morga and views of Philippine History" in *Philippine Studies* vol 46 no. 2 (1998).
- Ocampo, Ambeth. *Rizal Without the Overcoat*. Pasig City: Anvil Publishing Inc. 1990.
- Quibuyen, Floro C. *A Nation Aborted: Rizal, American Hegemony and Philippine Nationalism*. Quezon City: Ateneo de Manila University Press. 1990.
- Revel, Nicole, ed. *Literature of voice: Epics in the Philippines*. Quezon City: Ateneo de Manila University Press, 2005.
- Reyes, Miguel Paolo. "El Filibusterismo and Jose Rizal as 'Science Fictionist'" in *Humanities Diliman* vol. 10 no. 2 (2013).
- Rizal, Jose. *The Indolence of the Filipinos*
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- Salazar, Zeus A. *Bayani Bilang Isang Sakripisyo*. 1997.
- Salazar, Zeus A. *A Legacy of the Propaganda: The Tripartite View of Philippine History*. Nasa Kasaysayan at Kamalayan. Lunsod Quezon: Limbagang Pangkasaysayan. 1998.
- Salazar, Zeus A. "Si Andres Bonifacio at ang Kabayanihan Pilipino," *Bagong Kasaysayan. Mga Pag-aaral sa Kasaysayan ng Pilipinas*. Lunsod Quezon: Palimbagang Kalawakan. 1999.
- Schumacher, John. "Rizal in the Context of the 19<sup>th</sup> Century Philippines" in *The Making of a Nation: Essays on Nineteenth-Century Filipino Nationalism*. Quezon City: Ateneo de Manila University Press, 1991.
- Schumacher, John. *The Propaganda Movement, 1880-1885: The Creation of a Filipino Consciousness, The Making of a Revolution*. Quezon City: Ateneo de Manila University Press, 1997.
- Schumacher, John. "The Rizal Bill of 1956: Horacio de la Costa and the Bishops," *Philippine Studies* 59 no. 4 (2011).
- Sztompka, Piotr. "Great Individuals as Agencies of Change" in *The Sociology of Social Change*. United States: Wiley, 1993.
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