



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

READINGS IN PHILIPPINE HISTORY Preliminaries

Course Title : **Readings in Philippine History**

No. of Units : **3 units**

Course Description :

Philippine History viewed from the lens of selected primary sources in different periods, analysis and interpretations.

The course aims to expose students to different facets of Philippine history through the lens of eyewitnesses. Rather than rely on secondary materials such as textbooks, which is the usual approach in teaching Philippine history, different types of primary sources will be used – written (qualitative and quantitative), oral, visual, audio-visual, digital – covering various aspects of Philippine life (political, economic, social, cultural). Students are expected to analyze the selected readings contextually and in terms of content (stated and implied). The end goal is to enable students to understand and appreciate our rich past by deriving insights from those who were actually present at the time of the event.

Context analysis considers the following: (i) the historical context of the source [time and place it was written and the situation at the time], (ii) the author's background, intent (to the extent discernable), and authority on the subject; and (iii) the source's relevance and meaning today.

Content analysis, on the other hand, applies appropriate techniques depending on the type of source (written, oral, visual). In the process students will be asked, for example, to identify the author's main argument or thesis, compare

points of view, identify biases, and evaluate the author's claim based on the evidences presented or other available evidence at the time. The course will guide the students through their reading and analysis of the texts and require them to write reaction essays of varied length and present their ideas in other ways (debate format, power point presentation, letter to the editor of the source, etc).

The instructor may arrange the readings chronologically or thematically, and start with the present (more familiar) and go back to the earlier periods or vice-versa. (CMO No. 20, series of 2013)

Course Description:

The course analyzes Philippine history from multiple perspectives through the lens of selected primary sources coming from various disciplines and of different genres. Students are given opportunities to analyze the author's background and main arguments, compare different points of view, identify biases and examine the evidences presented in the document. The discussions will tackle traditional topics in history and other interdisciplinary themes that will deepen and broaden their understanding of Philippine political, economic, cultural, social, scientific and religious history. Priority is given to primary materials that could help students develop their analytical and communication skills. The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broad-minded, morally upright and responsible citizens.

This course includes mandatory topics on the Philippine Constitution, agrarian reform, and taxation.

Learning Outcomes:

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

1. Evaluate primary sources for their credibility, authenticity, and provenance
2. Analyze the context, content, and perspective of different kinds of primary sources
3. Determine the contribution of different kinds of primary sources in understanding Philippine history
4. Develop critical and analytical skills with exposure to primary sources
5. Demonstrate the ability to use primary sources to argue in favor or against a particular issue

6. Effectively communicate, using various techniques and genres, their historical analysis of a particular event or issue that could help others understand the chosen topic
7. Propose recommendations/solutions to present-day problems based on their understanding of root causes and their anticipation of future scenarios
8. Display the ability to work in a team and contribute to a group project
9. Manifest interest in local history and concern in promoting and preserving our country's national patrimony and cultural heritage

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

Course Outline

Week	Topic
1-2	Meaning and relevance of history; distinction of primary and secondary sources; external and internal criticism; repositories of primary sources, and different kinds of primary sources
3-6	Content and contextual analysis of selected primary sources; identification of the historical importance of the text; and examination of the author's main argument and point of view
7-10	"One past but many histories": controversies and conflicting views in Philippine history a. Site of the First Mass b. Cavite Mutiny c. Retraction of Rizal d. Cry of Balintawak or Pugadlawin
11-14	Social, political, economic and cultural issues in Philippine history Mandated topics: 1. Agrarian Reform Policies 2. The Philippine Constitution: 1899 (Malolos) Constitution; 1935 Constitution; 1973 Constitution; 1987 Constitution 3. Taxation
15-18	Critical evaluation and promotion of local and oral history, museums, historical shrines, cultural performances, indigenous practices, religious rites and rituals, etc.

READINGS IN PHILIPPINE HISTORY Learning Plan

Learning Outcomes	Topics	Methodology	Resources	Assessment
1. Evaluate primary sources for their credibility, authenticity, and provenance	I - Meaning and relevance of history; distinction of primary and secondary sources; external and internal criticism; repositories of primary sources, and different kinds of primary sources. (Weeks 1-2)	<ol style="list-style-type: none"> Lecture/Discussion Library, Museum and Archives visitation (depends on the location of the HEI) Comparative analysis of primary and secondary sources 	<ol style="list-style-type: none"> Louis Gottschalk, <i>Understanding History</i>, (pp. 41-61; 117-170). Howell and Prevenier, <i>From Reliable Sources</i>, (pp. 17-68) Santiago Alvarez, <i>Katipunan and the Revolution: Memoirs of a General</i>, (pp. 82-88). Teodoro Agoncillo, <i>History of the Filipino People</i>, (pp. 184-187). Robert Fox, <i>The Tabon Caves</i>, (pp. 40-44; 109-119). [Human remains and artifacts] William Henry Scott, <i>Prehispanic Source Materials for the Study of Philippine History</i> (pp. 90-135). 	<ol style="list-style-type: none"> Produce examples of primary sources and the corresponding secondary sources derived from them
2. Analyze the context, content, and	II – Content and contextual analysis of selected primary	<ol style="list-style-type: none"> Lecture/Discussion Library research Textual analysis 	<ol style="list-style-type: none"> Antonio Pigafetta. <i>First Voyage Around the World</i>, (pp. 23-48) [Chronicle] 	<ol style="list-style-type: none"> Graded Reporting Quizzes Critical Essay

Learning Outcomes	Topics	Methodology	Resources	Assessment
<p>perspective of different kinds of primary sources</p> <p>3. Determine the contribution of different kinds of primary sources in understanding Philippine history</p> <p>4. Develop critical and analytical skills with exposure to primary sources</p>	<p>sources; identification of the historical importance of the text; and examination of the author's main argument and point of view (Weeks 3-6)</p>	<p>4. Small group discussion</p> <p>5. Reporting</p> <p>6. Film Analysis</p>	<p>2. Juan de Plasencia, <i>Customs of the Tagalogs</i>, (Garcia 1979, pp. 221-234) [Friar account]</p> <p>3. Emilio Jacinto, "<i>Kartilla ng Katipunan</i>" (Richardson, 2013, pp. 131-137) [Declaration of Principles]</p> <p>4. Emilio Aguinaldo, <i>Mga Gunita ng Himagsikan</i>. (pp. 78-82; 95-100; 177-188; 212-227) [Memoirs]</p> <p>5. National Historical Institute (1997). <i>Documents of the 1898 Declaration of Philippine Independence, The Malolos Constitution and the First Philippine Republic</i>. Manila: National Historical Institute (pp. 19-23) [Proclamation]</p> <p>6. Alfred McCoy, <i>Political Caricatures of the American Era</i> (Editorial cartoons)</p> <p>7. Commission on Independence, <i>Filipino Grievances Against Governor Wood</i> (Zaide</p>	<p>about a particular primary source: students are to discuss the importance of the text, the author's background, the context of the document, and its contribution to understanding Philippine history</p>

Learning Outcomes	Topics	Methodology	Resources	Assessment
			1990, vol. 11, pp. 230-234). [Petition letter] 8. Corazon Aquino, <i>President Corazon Aquino's Speech before the U.S. Congress</i> Sept. 18, 1986 [Speech] 9. <i>Raiders of the Sulu Sea</i> (film) 10. Works of Luna and Amorsolo [Paintings]	
5. Demonstrate the ability to formulate arguments in favor or against a particular issue using primary sources	III – “One past but many histories”: controversies and conflicting views in Philippine history a. Site of the First Mass b. Cavite Mutiny c. Retraction of Rizal d. Cry of Balintawak or Pugadlawin (Weeks 7-10)	1. Lecture/Discussion 2. Document analysis 3. Group discussion 4. Debate, round table discussion or symposium	1. Antonio Pigafetta. <i>First Voyage Around the World</i> , (pp. 23-32) 2. Trinidad Pardo de Tavera, <i>Filipino Version of the Cavite Mutiny of 1872</i> , (Zaide 1990, vol. 7, pp. 274-280) 3. Jose Montero y Vidal, <i>Spanish Version of the Cavite Munity of 1872</i> (Zaide 1990, vol. 7, pp. 269-273) 4. Rafael Izquierdo, <i>Official Report on the Cavite Mutiny</i> , (Zaide 1990, vol. 7, pp. 281-286)	1. Debate a particular issue in Philippine history 2. Reaction/reflection paper on a sponsored activity like lecture, symposium, round table discussion, and the like

Learning Outcomes	Topics	Methodology	Resources	Assessment
			5. Ricardo P. Garcia, <i>The Great Debate: The Rizal Retraction</i> (pp. 9-19; 31-43) 6. Jesus Ma. Cavanna, <i>Rizal's Unfading Glory</i> , (pp. 1-52) 7. Ricardo R. Pascual, <i>Rizal Beyond the Grave</i> , (pp. 7-36) 8. Pio Valenzuela, <i>Cry of Pugadlawin</i> , (Zaide 1990, vol. 8, pp.301-302) 9. Santiago Alvarez, <i>Cry of Bahay Toro</i> (Zaide 1990, vol. 8, pp. 303-304) 10. Gregoria de Jesus, <i>Version of the First Cry</i> , (Zaide 1990, vol. 8, pp. 305-306) 11. Guillermo Masangkay, <i>Cry of Balintawak</i> (Zaide 1990, vol. 8, pp. 307-309)	
6. Effectively communicate, using various techniques and genres,	IV – Social, political, economic and cultural issues in Philippine history:	1. Lecture/Discussion 2. Library and Archival research 3. Document analysis 4. Group reporting	Note: Students will be required to look for primary sources on which they will base their narrative and analysis of the topic assigned	1. Research output that may be in the form of a term paper, exhibit, documentary

Learning Outcomes	Topics	Methodology	Resources	Assessment
<p>historical analysis of a particular event or issue that could help others understand the chosen topic;</p> <p>7. Propose recommendations or solutions to present day problems based on their understanding of root causes, and their anticipation of future scenarios</p> <p>8. Display the ability to work in a multi-disciplinary team and</p>	<p>Mandated topics:</p> <ol style="list-style-type: none"> 1. Agrarian Reform Policies 2. The Philippine Constitution: <ul style="list-style-type: none"> - 1899 (Malolos) Constitution - 1935 Constitution - 1973 Constitution - 1987 Constitution 3. Taxation <p>Other sample topics:</p> <ol style="list-style-type: none"> 1. Filipino Cultural heritage 2. Filipino-American relations 3. Government peace treaties with Muslim Filipinos 4. Institutional history of schools, corporations, industries, religious groups, and the like. 5. Biography of a 	<p>5. Documentary Film Showing</p>	<p>to them</p>	<p>presentation, diorama, webpage, and other genres where students can express their ideas. The output should trace the evolution of the chosen topic through at least three periods. Group members should collaborate to produce a synthesis that examines the role of this issue in promoting/hindering nation building, and provide appropriate recommendations rooted in a historical understanding of the issue</p>

Learning Outcomes	Topics	Methodology	Resources	Assessment
contribute to a group endeavor	prominent Filipino (Weeks 11-14)			
9. Manifest interest in local history and show concern in promoting and preserving the country's historical and cultural heritage	V. Critical evaluation and promotion of local and oral history, museums, historical shrines, cultural performances, indigenous practices, religious rites and rituals, etc. (Weeks 15-18)	<ol style="list-style-type: none"> 1. Lecture/Discussion 2. Research in Local libraries and Local Studies Centers (if available) 3. Tour in local museums, historical sites, art galleries, archeological sites and other places where one could see cultural and heritage displays 4. Conduct Oral interview 	<ol style="list-style-type: none"> 1. Historical Data Papers 2. <i>Erección de Pueblos</i> (Creation of Towns) 3. Museums, Local Studies Centers 4. Art Galleries, Painting collections 5. Historical landmarks and UNESCO sites 6. Performances that showcase traditional arts and culture 7. Fiestas and similar local celebrations 	<ol style="list-style-type: none"> 1. Reaction paper or critique of the shrines, historical sites, museums the students visited 2. Letter to the editor 3. Blogs 4. Transcript of oral interview

READINGS IN PHILIPPINE HISTORY Course Map

G.E. Learning Outcomes	Readings In Philippine History
A. INTELLECTUAL COMPETENCIES (Knowledge)	
1. Analyze texts (written, visual, oral, etc.) critically	L
2. Demonstrate proficient and effective communication (writing, speaking, and use of new technologies	P
3. Use basic concepts across the domains of knowledge	L
4. Demonstrate critical, analytical, and creative thinking	P
B. PERSONAL AND CIVIC RESPONSIBILITIES (Values)	
1. Examine the contemporary world from both Phil. and global perspectives	L
2. Takes responsibility for knowing and being Filipino	L
3. Reflect critically on shared concern	P
4. Contribute personally and meaningfully to the country's development	O
C. PRACTICAL SKILLS (Skills)	
1. Work effectively in a group	P
2. Use current technology to assist and facilitate learning and research	P
3. Manage one's knowledge, skills and values for responsible and productive living	O
4. Organize one's self for lifelong learning	O

Legend

L = Learned

P = Practiced

O = Opportunity to learn

READINGS IN PHILIPPINE HISTORY Required Readings and Other Materials (Primary Sources)

- Aguinaldo, Emilio. (1964). *Mga Gunita ng Himagsikan*. Manila: C.A. Suntay.
- Alvarez, Santiago. (1998). *Katipunan and the Revolution: Memoirs of a General*. Quezon City: Ateneo de Manila University Press.
- Blount, James. (1968). *The American Occupation of the Philippines, 1898-1912*. Quezon City: Malaya Books Inc.
- Cavanna, Jesus Ma. *The Unfading Glory: Documentary History of the Conversion of Jose Rizal*. [s.n.].
- Del Pilar, Marcelo. (1957). *Monastic Supremacy in the Philippines*. Manila: Philippine Historical Association.
- Forbes, William Cameron. (1928). *The Philippine Islands*, Vol. 2. New York: Houghton Mifflin.
- Fox, Robert. (1970). *The Tabon Caves*. Manila: National Museum.
- Historical Data Papers. Philippine National Library, Microfilm Collection.
- Laurel, Jose P. (1962). *War Memoirs of Jose P. Laurel*. Manila: Jose P. Laurel Memorial Foundation.
- Mabini, Apolinario. (1969) *The Philippine Revolution*. Manila: National Historical Commission.
- McCoy, Alfred and Alfredo Roces. (1985). *Philippine Cartoons: Political Caricature of the American Era, 1900-1941*. Quezon City: Vera Reyes Inc.
- National Historical Institute. (1997). *Documents of the 1898 Declaration of Philippine Independence, The Malolos Constitution and the First Philippine Republic*. Manila: National Historical Institute.
- National Historical Institute. (1978). *Minutes of the Katipunan*. Manila: National Historical Institute.
- Nolledo, Jose. (1999). *Principles of Agrarian Reform, Cooperatives and Taxation*. Mandaluyong City: National Book Store.
- Philippine National Archives. *Erección de Pueblos*.
- Pigafetta, Antonio. (1969). *First Voyage Around the World*. Manila: Filipiniana Book Guild.
- Ricarte, Artemio. (1992). *Memoirs of General Artemio Ricarte*. Manila : National Historical Institute.
- Richardson, Jim. (2013). *The Light of Liberty: Documents and Studies on the Katipunan, 1892-1897*. Quezon City: Ateneo de Manila Press.
- Saleeby, Najeeb. (1976). *Studies in Moro History, Laws and Religion*. Manila: Filipiniana Book Guild.
- Tuazon Bobby and Oscar Evangelista. (2008). *The Moro Reader: History and Contemporary Struggles of the Bangsamoro People*. Quezon City: CenPeg Publications.
- Zaide, Gregorio and Sonia Zaide. (1990). *Documentary Sources of Philippine History*. 12 vols. Manila: National Book Store.

INTERNET SITES:

Comprehensive Agrarian Reform Law of 1988 (R.A. 6657).

http://www.lawphil.net/statutes/repacts/ra1988/ra_6657_1988.html

Decreeing the Emancipation of Tenants from the Soil (P. D. No. 27).

http://www.lawphil.net/statutes/presdecs/pd1972/pd_27_1972.html

Land Reform Act of 1955 (R.A. 1400).

http://www.lawphil.net/statutes/repacts/ra1955/ra_1400_1955.html

Philippine Organic Act of 1902. <http://www.gov.ph/constitutions/the-philippine-organic-act-of-1902/>

President Corazon Aquino's Speech before the U.S. Congress Sept. 18, 1986. <http://www-rohan.sdsu.edu/dept/polsciwb/brian/docs/1934PhilippineIndep.pdf>

Primary Sources in Philippine History. <http://philhist.pbworks.com/w/page/16367040/FrontPage>

Raiders of the Sulu Sea. <https://www.youtube.com/watch?v=bWmXEvU979c>

Tydings-McDuffie Act of 1934 <http://www-rohan.sdsu.edu/dept/polsciwb/brian/docs/1934PhilippineIndep.pdf>

U.S.- P.I. Military Bases Agreement. <http://kahimyang.info/kauswagan/articles/1007/today-in-philippine-history-march-14-1947-the-military-bases-agreement-was-signed>

Using primary Sources.

<http://philhist.pbworks.com/w/page/16367056/UsingPrimarySources#WhyUsePrimarySourcesinTeaching>

READINGS IN PHILIPPINE HISTORY Supplementary Readings and Other Materials

- Agoncillo, Teodoro. (2012). *History of the Filipino People*. 8th edition. Quezon City: C & E Publishing, Inc.
- _____. (2001). *The Fateful Years: Japan's adventure in the Philippines, 1941-1945*. Quezon City: University of the Philippines Press.
- _____. (1956) *The Revolt of the Masses: The story of Bonifacio and the Katipunan*. Quezon City: University of the Philippines Press.
- Blair, Emma Helen and James Alexander Robertson. (1961). *The Philippine Islands, 1493-1898*. Mandaluyong: Cachos Hermanos Inc.
- Constantino, Renato. (1975). *The Philippines: A Past Revisited*. Quezon City: Renato Constantino.
- Constantino, Renato and Letizia Constantino. (1978). *The Philippines: The Continuing Past*. Quezon City: The Foundation for Nationalist Studies.
- Corpuz, Onofre. (1989). *The Roots of the Filipino Nation*. 2 volumes. Quezon City: Aklahi Foundation.
- Fernandez, Pablo. (1979). *History of the Church in the Philippines, 1521-1898*. Manila: National Book Store, 1979.
- Friend, Theodore. (1965). *Between Two Empires: The Ordeal of the Philippines, 1929-1946*. New Haven: Yale University Press.
- Galang Zoilo. (1950). *Encyclopedia of the Philippines, Vol. 17*. Manila: E. Floro.
- Garcia, Mauro ed. (1969). *Aguinaldo in Retrospect*. Manila: Philippine Historical Association.
- _____. (1979). *Readings in Philippine Prehistory*. Manila: Filipiniana Book Guild.
- Garcia, Ricardo. (1964). *The Great Debate: The Rizal Retraction*. Quezon City: R.P. Garcia.
- Gottschalk, Louis. (1969). *Understanding History: A Primer of Historical Method*. New York: Alfred A. Knopf.
- Hontiveros, Greg. (2008). *A Fire on the Island: A fresh Look at the First Mass Controversy*. Butuan City: Butuan City Historical and Cultural Foundation, Inc.
- Howell, Martha and Walter Prevenier. (2001). *From Reliable Source: An Introduction to Historical Methods*. Ithaca: Cornell University Press.
- Karnow, Stanley. (1989). *In our Image: America's Empire in the Philippines*. New York: Random House.
- Majul, Cesar Adib. (1973). *Muslims in the Philippines*. Quezon City: University of the Philippines Press.
- Pascual, Ricardo. (1950). *Rizal Beyond the Grave: A Reiteration of the Greatness of the Martyr of Bagumbayan*. Manila: Luzon Publisher.

- Querol, Mariano. (1974). *Land Reform in Asia*. Manila: Solidaridad Publishing House.
- Salamanca, Bonifacio. (1968). *The Filipinos Reaction to American Rule, 1901-1913*. Quezon City: New Day Publishers.
- Scheurs, Peter. (2000). *The Location of Pigafetta's Mazaua, Butuan and Calagan, 1521-1571*. Manila: Manila: National Historical Institute.
- Schumacher, John. (1992). *Readings in Philippine Church History*. Quezon City: Ateneo de Manila University Press.
- Scott, William Henry. (1984). *Prehispanic Source Materials for the Study of Philippine History*. Quezon City: Newday Publishers.
- Stanley, Peter. (1974). *A Nation in the Making: The Philippines and the United States, 1899-1912*. Massachusetts: Harvard University Press.
- Taylor, John R.M. (1971). *The Philippine Insurrection Against the United States*. Vol. 1. Pasay City: Eugenio Lopez Foundation.

READINGS IN PHILIPPINE HISTORY Rubrics

ASSESSMENT RUBRIC FOR GROUP PRESENTATION (Module II)

Criteria	Outstanding 91-100	Very Good 81-90	Good 71-80	Fair/Pass 61-70	Failure Below 60
Background of the primary source (20%)	<ul style="list-style-type: none"> • The presentation includes a clear, interesting and effective introduction that identifies how the material is related to the topic under discussion, as well as to previously-discussed topics. • The introduction effectively provides all important background information on the material (who, what, when, where) in an accurate and detailed manner. • The introduction effectively discusses the relevance of the material in understanding major episodes/themes in Philippine history, as 	<ul style="list-style-type: none"> • The presentation includes a clear introduction that identifies how the material is related to the topic under discussion, as well as to previously-discussed topics. • The introduction provides the important background information on the material (who, what, when, where). • The introduction discusses the relevance of the material in understanding major episodes/themes in Philippine 	<ul style="list-style-type: none"> • The presentation includes a clear introduction that identifies how the material is related to the topic under discussion. • The introduction provides a sufficient background on the material (who, what, when, where). • The introduction discusses the relevance of the material in understanding major episodes/themes in Philippine history. 	<ul style="list-style-type: none"> • The introduction is somewhat inadequate in communicating how the material is related to the topic under discussion. • Information provided about the background of the material is incomplete or incorrect. • The introduction identifies some relevance of the material in understanding major episodes/themes in Philippine history, but the discussion is largely superficial 	<ul style="list-style-type: none"> • There is no background and introduction, or the background/introduction is not useful in understanding the relevance of the material in understanding Philippine history.

Criteria	Outstanding 91-100	Very Good 81-90	Good 71-80	Fair/Pass 61-70	Failure Below 60
	well as in developing a historically-grounded understanding of contemporary events/themes/issues.	history, and also attempts to relate the material to contemporary events/themes/issues.		or incomplete.	
Contextual Analysis (30%)	<ul style="list-style-type: none"> The presentation of the author's background and context is exhaustive, clear and accurate. The students identify and analyze the problems that the document wants to address. The students explain clearly the importance of the document in understanding the issues of the given period. The document is correlated with the other documents dealing with the same period. 	<ul style="list-style-type: none"> The presentation of the author's background and context is clear and accurate. The students identify and analyze the problems that the document wants to address. The students explain the importance of the document in understanding the issues of the given period. 	<ul style="list-style-type: none"> The presentation of the author's background and context is clear and accurate. The students identify the problems that the document wants to address. There is an attempt to explain the importance of the document in understanding the issues of the given period. 	<ul style="list-style-type: none"> The discussion of the historical context and importance of the document is too general and lacks specific details. The background of the author was not clearly explained. 	<ul style="list-style-type: none"> There is no discussion of the historical context of the document.

Criteria	Outstanding 91-100	Very Good 81-90	Good 71-80	Fair/Pass 61-70	Failure Below 60
Content Analysis (30%)	<ul style="list-style-type: none"> • The important elements of the document are correctly identified and analyzed. • There is a thorough discussion of the value and contributions of the contents of the document in understanding the issues prevalent during the period. • The contents of the document are correlated with the events that happened before it was written. • The students are able to identify the inconsistencies and shortcomings of the document. 	<ul style="list-style-type: none"> • The important elements of the document are identified and analyzed. • There is a discussion of the value and contributions of the contents of the document in understanding the issues prevalent during the period. • The contents of the document are correlated with the events that happened before it was written. 	<ul style="list-style-type: none"> • The important elements of the document are identified and explained. • There is a little discussion of the value and contributions of the contents of the document in understanding the issues prevalent during the period. • There is an attempt to correlate the contents of the document with the events that happened before it was written. 	<ul style="list-style-type: none"> • Some of the important elements of the document are identified and explained. • There is an attempt to discuss the value and contributions of the contents of the document in understanding the issues prevalent during the period. 	<ul style="list-style-type: none"> • There is no adequate discussion of the content of the document.
Organization and Presentation Style (20%)	<ul style="list-style-type: none"> • The presentation is very well-structured, providing a logical sequence to the 	<ul style="list-style-type: none"> • The presentation is well-structured, and there is a logical sequence 	<ul style="list-style-type: none"> • The presentation is adequately-structured. Transitions 	<ul style="list-style-type: none"> • The presentation is loosely organized. It is not evident how 	<ul style="list-style-type: none"> • The presentation is done in a haphazard manner, lacking a

Criteria	Outstanding 91-100	Very Good 81-90	Good 71-80	Fair/Pass 61-70	Failure Below 60
	<p>discussion within the prescribed time period.</p> <ul style="list-style-type: none"> • Presenters are confident, effectively using gestures, eye contact, and tone of voice that keep the class engaged in the discussion. • Audio-visual aids are well-executed, paying careful attention to the combination of elements (e.g., text and graphics) that lead to both an effective understanding of key information and ideas, and continuing interest in the discussion. • Presenters are highly articulate, using precise and grammatically-correct language. Language used is also 	<p>to the discussion.</p> <ul style="list-style-type: none"> • Presenters are confident, sometimes using gestures, eye contact, and tone of voice that keep the class engaged in the discussion. • Audio-visual aids are effective, leading to an appropriate understanding of key information and ideas. • Presenters are largely articulate. In general, there is use of grammatically-correct language that is also respectful of diversity and sensitive to the conditions of different groups. 	<p>between topics help in understanding the overall discussion.</p> <ul style="list-style-type: none"> • Presenters are somewhat confident, using occasional gestures, eye contact, and tone of voice to engage the class in the discussion. • Audio-visual aids are helpful in generating an understanding of key information and ideas. • Presenters are articulate. In general, there is use of grammatically-correct language. Occasional grammatical lapses do not 	<p>one topic is related to another in the presentation.</p> <ul style="list-style-type: none"> • Presenters lack confidence, but there is occasional use of gestures, eye contact, and tone of voice to try to capture the attention of students. • Audio-visual aids are mostly not helpful in the presentation. Visual aids either lack important information, or are too text-heavy. • Presenters encounter some difficulties in communicating information and ideas. The use of 	<p>clear organization and structure.</p> <ul style="list-style-type: none"> • Presenters were unable to capture the attention of students. • Audio-visual aids are not used, or are not really helpful in the presentation. • Presenters cannot effectively communicate information and ideas, relying on a verbatim-reading of notes or text-heavy visual aids to convey information and ideas. The use of grammatically-incorrect language is pervasive.

Criteria	Outstanding 91-100	Very Good 81-90	Good 71-80	Fair/Pass 61-70	Failure Below 60
	respectful of diversity, and sensitive to the conditions of different groups.		prevent an understanding of information and ideas that are conveyed.	grammatically-incorrect language tends to be pervasive.	

ASSESSMENT RUBRIC FOR THE RESEARCH OUTPUT (Module IV)

Criteria	Outstanding 91-100	Very Good 81-90	Good 71-80	Fair/Pass 61-70	Failure Below 60
Use of Primary Sources (30%)	<ul style="list-style-type: none"> Uses a wide variety of relevant, accurate and updated sources to provide evidence in support of key arguments. 	<ul style="list-style-type: none"> Uses many relevant and accurate sources to provide evidence in support of key arguments. 	<ul style="list-style-type: none"> Uses several relevant sources to provide evidence in support of key arguments. 	<ul style="list-style-type: none"> Provides some sources but evidence presented are vague and not always relevant. 	<ul style="list-style-type: none"> No primary sources are used and evidences presented are irrelevant and insufficient.
Effective and Appropriate Use of Sources (30%)	<ul style="list-style-type: none"> Supporting arguments use specific, relevant, and highly persuasive evidence based on a critical evaluation of primary and secondary sources. Uses the most 	<ul style="list-style-type: none"> Supporting arguments use relevant and mostly persuasive evidence coming from both primary and secondary sources. Uses quotations 	<ul style="list-style-type: none"> Evidences used to support arguments are specific, relevant and persuasive. Uses quotations and paraphrases appropriately to make an 	<ul style="list-style-type: none"> Evidences used to support arguments are vague and unpersuasive. Quotations and paraphrasing are inappropriately used to support 	<ul style="list-style-type: none"> Arguments are not supported by primary and secondary sources. Paper was directly copied from sources without quoting,

	<p>relevant quotations and paraphrases appropriately and accurately to present new perspectives on an argument.</p> <ul style="list-style-type: none"> Clearly, thoughtfully, and thoroughly explains or analyzes the relationship between the arguments and supporting evidences. Evidence for alternative arguments are presented and critically examined to justify the chosen position. 	<p>and paraphrases appropriately and accurately to make an argument.</p> <ul style="list-style-type: none"> A clear and thoughtful explanation is provided of how the evidence presented supports each argument. Evidence for alternative arguments are presented and compared. 	<p>argument.</p> <ul style="list-style-type: none"> An explanation is provided of how the evidence presented supports each argument. Evidence for alternative arguments are presented and considered. 	<p>arguments.</p> <ul style="list-style-type: none"> The explanation of how the evidence presented supports each argument is not clear and thorough. Evidence supporting or opposing the arguments are poorly integrated. 	<p>paraphrasing, and acknowledging sources used.</p> <ul style="list-style-type: none"> Evidence supporting or opposing the arguments is missing.
--	---	---	---	---	--

<p>Effective Synthesis and Application (20%)</p>	<ul style="list-style-type: none"> • A synthesis effectively examines how a common theme has evolved in the three periods covered. • The synthesis critically examines the multiple facets of an important problem in contemporary times relevant to the common theme. • Offers plausible solutions and alternatives rooted in an appropriate historical understanding of the problem. 	<ul style="list-style-type: none"> • A synthesis adequately examines how a common theme has evolved in the three periods covered. • The synthesis examines the multiple facets of an important problem in contemporary times relevant to the common theme. • Offers plausible solutions and alternatives rooted in a historical understanding of the problem. 	<ul style="list-style-type: none"> • A synthesis identifies a common theme and how it is reflected in different periods. • The synthesis identifies the multiple facets of an important problem in contemporary times relevant to the common theme. • Offers solutions and alternatives rooted in a historical understanding of the problem. 	<ul style="list-style-type: none"> • A synthesis identifies a common theme and how it is reflected in different periods. • The synthesis identifies a few facets of an important problem in contemporary times relevant to the common theme. • Offer some solutions, but their basis on a historical understanding of the problem is unclear. 	<ul style="list-style-type: none"> • No synthesis or a “synthesis” does not connect the different periods.
<p>Effective Organization (20%)</p>	<ul style="list-style-type: none"> • Clear introduction; thesis is presented in a highly engaging and compelling manner. • Each argument clearly supports an overall structure. • Paper uses 	<ul style="list-style-type: none"> • Clear introduction; thesis is presented in an engaging manner. • Each argument presented supports an overall structure. 	<ul style="list-style-type: none"> • Introduction is mostly clear and thesis is presented in a coherent, comprehensible manner. • Most arguments 	<ul style="list-style-type: none"> • Introduction and main thesis are present but not clear. • Arguments presented does not support the overall structure. 	<ul style="list-style-type: none"> • Thesis and introduction are missing. • No clear arguments to support the overall structure. • Transitions

	<p>consistent and effective transitions to develop ideas and arguments logically; has a compelling and persuasive conclusion.</p> <ul style="list-style-type: none"> • Conclusion synthesizes arguments that support the main idea/thesis. 	<ul style="list-style-type: none"> • Usually uses effective transitions to connect ideas and arguments that leads to a persuasive conclusion. • Conclusion partly synthesizes, but it mostly presents the major arguments to support the main idea/thesis. 	<p>presented clearly support the overall structure.</p> <ul style="list-style-type: none"> • Transitions are sometimes abrupt, but the arguments and conclusion mostly connect. • Conclusion represents major arguments and connects them to thesis. 	<ul style="list-style-type: none"> • Transitions between arguments are largely unclear. • Conclusion is either vague or unclear. 	<p>between arguments are missing.</p> <ul style="list-style-type: none"> • Conclusion is poorly connected to the paper's major arguments.
--	---	--	--	--	--