



COURSE SYLLABUS

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|----------------------|---|---|
| DEPARTMENT | : | Integrated Humanities and Sciences |
| COURSE CODE/TITLE | : | GE-SOSC 120/ Philippine History, Government and Constitution |
| NUMBER OF UNIT/S | : | 3 |
| PRE-REQUISITE | : | None |
| ROOM | : | _____ |
| INSTRUCTOR/PROFESSOR | : | _____ |
| CONSULTATION TIME | : | _____ |

COURSE DESCRIPTION

This is an introductory course on the history and culture of the Filipino people. It includes the facts about society, economic and political issues of the country. The course also deals with the political, social, economic and cultural development of the Philippines from Pre-Spanish time to the present: the structure and operation of the government and legal basis involved; especially as defined by the new constitution and the application of cases related to the subject matter with emphasis on the significance and implementation of Presidential Decrees. It also deals with the study of the basic structure of the government of the Philippines.

LEARNING OUTCOMES (LO)

- LO1: Higher levels of comprehension (Textual, Visual, etc.)
- LO2: Proficiency in communication: Writing, speaking, and use of new technologies.
- LO3: Understanding of basic concepts across the domains of knowledge.
- LO4: Critical, analytical and creative thinking.
- LO5: Application of different analytical modes (quantitative and qualitative, artistic and scientific. Textual and visual, experimental, observation, etc.) in tackling problems methodologically.
- LO6: Appreciation of various human conditions.
- LO7: Capacity to personally interpret human experience.
- LO8: Ability to view the contemporary world from both Philippine and global perspective.
- LO9: Self-assuredness in knowing and being a Filipino.
- LO10: Capacity to reflect critically and shared concerns and think of innovative, creative solutions guided by ethical standards.
- LO11: Ability to reflect on moral norms/imperatives as they affect individuals and society.
- LO12: Understanding and respect for human rights.
- LO13: The ability to contribute personally and meaningfully to the country's development.

LO14: Working effectively in a group.

LO15: The ability to negotiate the world of technology responsibly.

LO16: Ability to solve problems (including real world problems)

LO17: Knowledge of basic work related skills.

LEARNING PLAN:

| TOPICS | INTENDED LEARNING OBJECTIVES | TEACHING/LEARNING ACTIVITIES | METHOD/S OF ASSESSMENT |
|--|---|--|--|
| <p>A. Syllabus and course Preview, Policies and Requirements</p> <p>B. The Philippines and Its People</p> <p>C. Development of Filipino Nation</p> <p>1. Barangay and Sultanate</p> <p>2. Philippines Under Spanish Rule</p> <p>2.1. Encomienda and Reduccion</p> <p>2.2. Filipino Resistance</p> <p>3. Filipino Nationalism</p> <p>3.1. Campaign for Reforms</p> <p>3.2. The 1896 Revolution</p> <p>4. Struggle for Independence</p> <p>4.1. Biak-na-Bato to Malolos Republic</p> | <p>Discuss the political, economic and socio-cultural aspects of the pre-colonial Philippines.</p> <p>Identify common Filipino traits and their evolution compounded on historical and contemporary situations.</p> <p>Analyze the influence and effects of Spanish subjugation in Philippine society during the 19th century.</p> | <p>Proactive Discussion</p> <p>Diagram analyses</p> <p>Group sharing</p> <p>Film Showing</p> | <p>Mini-research</p> <p>Quiz</p> <p>Seatwork</p> |
| FIRST | COMPREHENSIVE | ASSESSMENT | |
| <p>5. American Colonial Rule</p> <p>5.1. American Military Rule</p> <p>5.2. The Commonwealth</p> <p>6. Japanese Occupation</p> <p>7. The Philippine Republic</p> <p>8. Martial Law and the People Power Revolt</p> <p>9. Philippine Presidents and Their Administrations</p> | <p>Compare and contrast the political, economic, socio cultural influence and the Filipino reaction during the American and Japanese period.</p> <p>Discuss the achievements of different Philippines presidents.</p> <p>Examine the global impact of the 1986</p> | <p>Documentary Film Showing</p> <p>Proactive Discussion</p> <p>Group sharing</p> | <p>Research Work</p> <p>Quiz</p> <p>Oral History</p> |

FINAL COURSE OUTPUT:

As evidence of attaining the above learning outcomes, the students are required to do and submit the following during the indicated dates of the term:

| LEARNING OUTCOME | REQUIRED OUTPUT | DUE DATE |
|------------------|--|---|
| LO 1-17 | <p align="center">“Faith in Action”</p> <p>A group presentation of how a certain barangay official can put into action his/her principles of faith in his/her daily work and life</p> | A week before the Third Comprehensive Assessment. |

The classes are divided into four (4) groups and are assigned to interview the “barangay chairman” of a certain community within the vicinity of DLSHSI. Sample questions are provided below. An oral report is expected to be presented and a written report is to be submitted as well. The transcription of the interview should be included interpretations will be used in the conclusion using theories/concepts learned from the discipline.

| POLITICAL | ECONOMIC | SOCIO-CULTURAL |
|--|---|--|
| <p>Sample Questions:</p> <ol style="list-style-type: none"> 1. How is the democratic principles manifested in: <ol style="list-style-type: none"> a. Justice and Peace b. Community Participation and Involvement etc. | <p>Sample Questions:</p> <p>How do you answer the economic needs of the community? (Livelihood programs/projects)</p> | <p>Sample Question:</p> <p>Do you have specific projects/ordinances during the following events:</p> <p>Lenten Christmas Significant religious practices</p> |

RUBRIC FOR ASSESSMENT:

| Category | Outstanding (4 points) | Very Satisfactory (3 points) | Satisfactory (2 points) | Needs Improvement (1 point) |
|---------------------------------------|---|---|--|---|
| GOD-LOVING | The group promotes Christian ideals through understanding of the identified socio-cultural, political, and economic issues. | The group promotes Christian ideals that are easy to relate to in dealing with the identified socio-cultural, political, and economic issues. | The group promotes minimal integration of Christian ideals with the identified socio-cultural, political, and economic issues. | There is no relevant promotion of Christian ideals to the identified socio-cultural, political, and economic issues. |
| PATRIOTIC HEALTH PROFESSIONALS | The presentation is inspiring and holistic to develop patriotism. | The presentation is not very inspiring but holistic to develop patriotism. | The presentation is quite inspiring but not holistic enough to develop patriotism. | The social issue is both uninspiring and non-holistic to develop patriotism |
| PERSON ORIENTED | The group demonstrates excellent effort in creating an impression of well-grounded rapport and every member shows enthusiasm in the work. | The group demonstrates adequate effort in creating an impression of well-grounded rapport although not every member shows enthusiasm in the work. | The group demonstrates sustainable effort in creating an impression of rapport although not every member shows enthusiasm in the work. | The group lacks preparation due to non-interest in the work although there is an effort to create an impression of rapport. |

OTHER REQUIREMENTS AND ASSESSMENTS:

Aside from the final output, the students are assessed at other times during the term by the following:

- Individual and Group Assignments /Reaction Paper/s
- Proficiency Test/ Quiz
- Individual/Group Topic Presentation
- Graded Recitation/ Participation in Discussions
- One Research Day /Alternative Class per Term

LEVELS OF ASSESSMENT:

| Preliminary/Midterm | Percentage | Final/Culminating | Percentage |
|--------------------------------|-------------------|--------------------------------|-------------------|
| Major Exam | 30% | Final Output | 40% |
| Class Participation/Behavior | 20% | Class Participation/Bahavior | 20% |
| Assignment/Seatwork/Ref. Paper | 20% | Assignment/Seatwork/Ref. Paper | 20% |
| Quizzes | 30% | Quizzes | 20% |
| Total | 100% | Total | 100% |

REFERENCES:

- Agoncillo, Teodoro A., Mangahas Fe B. (2010). *Philippine history expanded and updated edition*. Quezon City. C & E publishing, Inc.
- De Leon, H. (2009). *Textbook on the Philippine constitution*. Quezon City. REX Printing.
- Cruz, I. (2007). *Constitutional law*. Quezon City. Central Books.
- Cruz, I. (2002). *Philippine political law*. Quezon City. Central Books.
- Bernas, J. (1997). *Constitutional structures and powers of the government: Notes and Cases*. Quezon City. REX Printing.
- Agoncillo, T. et. Al. (1977). *History of the Filipino people*. Quezon City. R.P. Garcia Publishing.
- Constantino, R. (1975). *The Philippines: A past revisited*. Quezon City. Foundation for Nationalist Studies.
- Zaide, G. and Zaide, S. (1994). *The Philippines: A unique nation*. Quezon City. All Nation Publishing.
- Guerrero, L. (2007). *The first Filipino*. Manila. Guerrero Publishing.
- Schumacher, J. (1982). *The making of a nation*. Quezon City. ADMU Press.
- Bernas, Joaquin SJ.(2010).*The 1987 constitution: A comprehensive reviewer covering cases until April 2010*. Quezon City. REX Printing.

CLASS POLICIES:

1. Students are allowed 20% of the total number of school days or 14 hours of absences inclusive of tardiness. All absences after that shall mean excessive absences, which will merit a grade of 0.00. Attendance policies found in the Student Handbook apply.
2. Should the students fail to submit a requirement the following will be considered such that:
 - a. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a requirement which is not submitted under the following conditions:
 - a.1. they are given a chance to make-up for the said requirement and
 - a.2. they are given enough time to work on the make-up requirement.
 - b. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a quiz which is given during their absence, under the following conditions:
 - b.1. the absence is unexcused;
 - b.2. they are offered a make-up quiz and still fail to show-up during the given time and
 - b.3. they are given enough time to prepare for the make-up quiz.
 - c. In case the students submitted a requirement given by the instructor/professor to make-up for their lost grade, a certain percent will be deducted on their actual grade.
 - c.1. The deduction will be determined by the subject teacher.
 - d. Home works will be due at the beginning of the class. No homework shall be accepted thereafter.
 - e. Special major examinations are scheduled a week after the administration of the major examinations. No special examination will be given thereafter EXCEPT IN SPECIAL SITUATIONS. Moreover, there are no special practical examinations that will be given to those who failed to take it on the scheduled date.
4. Students are expected to participate in small-group exercises and/or other class learning activities.
5. Cellular/Mobile phones and the likes should always be in silent mode during class hours; the use of cellular phones is prohibited in class unless a special permission is sought. Tablets and laptops may be used to take down notes and may not be used to browse online resources at the time of discussion otherwise such devices will be confiscated throughout the duration of the class except with the permission of the professor.
6. Cheating and plagiarism in any form will merit a final grade of 0.00. To avoid cheating during examinations, handkerchief, jackets and gadgets like cellphones, tablets and calculators (teacher's prerogative) should be placed inside the school bags. Furthermore, these school bags should be placed in front of the teacher's table.
 - a. Plagiarism is a form of cheating which will be strictly dealt with, in accordance to the provisions stipulated in the Student's Manual.
7. Any concerns (teaching, grades, interrelationship inside and relative to the class, etc.) should be properly addressed to the subject-teacher for appropriate action. Students may seek the help and guidance of their academic/registration adviser in resolving the issue with the subject-teacher.

All policies (attendance, tardiness, decorum, grievances, etc.) will be subject to the provisions of the latest version of the Student Handbook.

ENDORSED:



MAE ANN T. BOBADILLA, MAT
Cluster Coordinator, Liberal Arts

RECOMMENDED:



ILUMINADA A. RONIO, MsC
Department Chair

APPROVED:



MARGEL C. BONIFACIO, RCH, PhD
Dean