Mindanao State University-
Iligan Institute of Technology
College of Arts and Social Sciences
Department of History

SYLLABI
COMPILATION
BAREBONES EDITION*

*This is a compilation of the old syllabi used by the Department of History. Barebones edition contain the basic layout of a course and the commonly used materials. Only students who are officially enrolled can get the copy of the full version that includes the output-inclined specific objectives, expanded contents and teaching strategies, and the full list of materials used by the respective professors.

A.Y. 2011-2012
VISION, MISSION, GOALS and OBJECTIVES

Institute Vision
A world-class institution of higher learning renowned for its excellence in Science and Technology and for its commitment to the holistic development of the individual and society.

Institute Mission
To provide quality education for the industrial and socio-economic development of Mindanao with its diverse cultures through relevant programs in instruction, research, extension, and community involvement.

Institute Objectives
1. To develop and implement training programs geared to meet the technical and skilled manpower requirements of the specific type, magnitude, and level of competence needed by existing and projected industries in Iligan City and its environs;
2. To initiate and undertake projects and studies which bear on the manpower needs, industrial growth of Iligan, and other development projects including those needed by specific industries;
3. To organize and implement, as needed by the community, academic programs for the development of the technical and professional manpower that will enhance and support the industrial growth of Iligan within the economic and social development plan for Mindanao.

College Mission
CASS is committed to the development of competent graduates imbued with the principles of cultural pluralism, humanism, nationalism and social responsibility.

College Goals
1. Pursuit of knowledge and academic excellence in the arts, humanities, and social sciences in a nurturing environment of integrity, mutual respect and strong work ethic; and
2. Application of knowledge and scientific tools in addressing teaching-learning needs, human problems, and social issues towards the attainment of sustainable development in a culturally diverse and changing society.

General Objectives
1. To offer quality curricular and co-curricular programs and service-courses in the social sciences, arts, and humanities in both the undergraduate and graduate levels.
2. To develop critical thinking, inculcate aesthetic and social values, and strengthen moral character through relevant teaching-learning experiences, creative activities and innovative processes.
3. To undertake research and special studies relevant to instructional needs and the development needs of society.
4. To engage in extension services that contribute to genuine community development.
5. To establish linkages and partnerships with other institutions / organizations to ensure relevance of programs and for resource generation, support and advocacy.
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I. Course No. and Title: History 1 – Philippine History

II. Course Description:
A survey of the socio-economic, political and historical development of the Philippines from ancient times to the present. Emphasis is laid on the Pre-Spanish tutelage for three centuries, the rise of Philippine nationalism, the American period up to the grant of Philippine independence. Philippine relations with Southeast Asian neighbors will also be considered.

Credit: 3 units

Hours/weeks/semester: 54 hours/18 weeks/1 semester

Prerequisites: none

III. Course Objectives:
A. General:
1. Acquire knowledge about the experiences of Filipino people in the past and the diverse culture in the Philippine archipelago.
2. Develop his intellectual skills, such as comprehension, analysis, interpretation and evaluation of facts and information in Philippine history.
3. Develop among the students certain values such as patriotism and nationalism.
4. Appreciate the strategic location of the Philippines and understand its role in the history of the people.

B. Specific:
1. Define important terms such as: history, colonialism, and neo-colonialism, imperialism, and nationalism.
2. Discuss the true essence of Spanish colonialism, American imperialism, neo-colonialism and their damaging effects upon Philippine life.
3. Actively participate in class/group discussions and other activities.
4. Present solutions to the present problems of the Philippines out of the historical experiences of the people.
5. Erase misconceptions about facts and information in Philippine history.
6. To reflect/react on readings provided in class.
7. Read and interpret the maps.

IV. Course Outline/Content:

Note: This Course Outline may be revised and adjusted as the course progresses.

A. Introduction: What is History?
1. The science of History
2. Various standpoint in the interpretation of History
3. Filipino standpoint in the study of Philippine history: nationalistic (anticolonial/neo-colonial); democratic (mass oriented); scientific (emphasis on accuracy with facts and interpretations)

B. Who are the Filipinos?
1. Before and at the coming of the Spanish colonizers
   a. Their Origin
   b. Their similarities and differences
   c. Advanced stage of development by Islamized communities
   d. Relations among various communities
   e. Relations with neighboring countries

C. Enter the Spanish colonizers
1. Their principal motive (not motives) for coming
2. Their standard methods and tools of colonization
   a. Use of armed force; divide and rule tactics; deception
   b. Use of religion
3. Essence of Spanish colonialism as practiced
4. Social transformation among subjugated Filipino communities
   a. During the period of Galleon trade, 1565-1780’s
   b. During the period of commercialization of agriculture and linkage with the capitalist world. 1780’s-1898
5. Reaction of the Filipino people
   a. Revolts in subjugated communities
   b. Continuous resistance in subjugated communities
      ▪ The case of the Igorots
      ▪ The case of the Moros
6. The rise of Filipino nationalism
   a. Its socio-economic base
   b. Essence of propaganda period (revolutionary and non-revolutionary character)
   c. The 1896 revolution
   d. Revolutionary leaders attempt to unite with Moro people; its significance
7. Analysis of the role of the various social classes in the course of their anti-colonial struggle

D. Enter the American Colonizers
1. Their principal motive (not motives)
2. Their standard methods and tools of colonization
   a. Use of armed forces; divide and rule tactics; deception
   b. Free Enterprise and free trade
   c. Use of popular education
3. Social Transformation
   a. Role of Elite participation in colonial government
   b. Role of colonial economic system (focus on free trade and its effects on the landholding systems)
   c. Role of popular education (including pensionado program)
   d. “Filipinization of the Moro people”
4. Reactions of the Filipino people
   a. Socio-economic base
   b. Armed resistance
   c. Parliamentary struggle
      ▪ Elite-led struggle for resistance
5. Japanese Invasion:
   a. Its global significance: inherent contradictions among imperialist countries
   b. Some questionable aspects in Filipino resistance; class character and subservient orientation
   c. Myth of American “liberation”

E. Enter Neo-colonialism
   1. Grant of Philippine “independence”
   2. Unequal treaties and standpoint of various Philippine presidents and their respective administrations:
      a. Economic
      b. Military
      c. Cultural
      d. Political
   3. Most notable Filipino reactions
      a. The Huk Movement
      b. Recto’s Political stand
   4. Discussion/analysis of key political concepts:
      a. Essence of national self-determination
      b. Essence for democracy
      c. Problem of minority nationalities
   5. The Philippine and the Third World

F. Our task as Filipinos at this point of Philippine History

V. Methods and Teaching Strategies:
   A. Formal lecture method
   B. Lecture-discussion techniques
   C. Group discussion/Group participation method
   D. Assigning special projects
   E. The use of audio-visual aids—maps, graphs, films
   F. Debates and role playing
   G. Inquiry-oriented method

NOTE: Students with special needs borne out by their handicaps i.e. speaking, visual, hearing, etc., may be given paper work or relevant projects, to compensate for the usual classroom activities that they cannot effectively participate in.

VI. Instructional Materials:
   A. Maps and World Atlas
   B. Computer and the Internet
   C. Television with VCF/DVD/VHS player
   D. Books and Journals

VII. Enrichment/Co-curricular Activities
   A. Film Showing
   B. Library Research/Term Paper
   C. Project
   D. Group Dynamics
   E. Dimensional Question Approach
F. Debate
G. Role-Playing/Dramatization

VIII. References:
A. Intro: What is History?
   i. Teodoro Agoncillo. “Ang Kasaysayan ng Pilipinas sa Paningin ng Pilipino,” Sagisag, Oktubre 1975, pp.7-13
   ii. ___________. “literature as History, “Philippine Chinese Historical Association”, October 1979, pp 1-7
   iii. Renato Constantino, The Philippine : A past Revisited, pp. 3-11
B. Who are the Filipinos?
   5. Elena Maquiso. Prologue to the Ulahingan.
   8. ___________. “Filipino Class Structure in the 16th Century.”
C. Enter the Spanish Colonizers
   1. Teodoro Agoncillo. Revolt of the Masses
   2. ___________. Malolos the Crisis of the Republic
   3. Renato Constantino: The Philippines: A past Revisited
   5. Nicolas Cusher. Spain in the Philippines
   6. Reynaldo Iieto. Pasyon and Revolution
   7. Jonathan Fast and Jim Richardson. Roots of Dependency
   9. ___________. The Discovery of the Igorots
   12. Horacio de la Costa. Readings in the Philippines History
D. Enter the American Colonizers
   1. James Blount. The American Occupation of the Philippines, 1898-1912
   2. Renato Constantino. The Philippines: A Past Revisited
   3. ____________. The Philippines: A Continuing Past
   4. ____________. The Making of a Filipino.
   5. ____________. The miseducation of the Filipino”. In Filipinos in the Philippines
   6. ____________. Dissent and Counter Consciousness
   7. Petronilo Daroy. “Cry, Slaughter”
   8. Ricardo Ferrer. An Introduction to Economics as a Social Science
   9. Reynaldo Iieto. Pasyon and Revolution

History Syllabi Barebones Edition Only  p. 6
13. Samuel Tan. The Pilipino Muslim Armed Struggle

E. Enter the Neo-Colonial
1. Heranando Abaya. Betray in the Philippines
2. ___________. Untold Philippine Story
3. Renato Constantino. The Philippines: A Continuing Past
4. ___________. The Making of a Filipino
5. ___________. Ed. Recto Reader
6. ___________. The Nationalist Alternative
7. John Daberty. A Preliminary Study of Interlocking Directorates
8. Augusto Espiritu et al. Philippine Perspective on Multinational Corporations
9. Ricardo Ferrer. An Introduction to Economics as a Social Science

11. Benedict Kerkvliet. The Huk rebellion in the Philippines
13. ___________. The IMF-World Bank Group. The International Economic Order and the Philippine Experience
17. Alfredo Saulo. Communism in the Philippines
18. Rad Silva. Two Hills of the Same Land
19. George Taylor. The Philippines and the United States

F. Our Task as Filipinos at this point of Philippine History
1. Renato Constantino. The Making of A Filipino
2. ___________. Recto Reader
3. ___________. Nationalist Alternative
4. Lorenzo Tanada. Nationalism: Summons to Greatness
6. ___________. “Globalization, Underdevelopment and Quality Education: The Case of Mindanao”
I. Course No. and Title: History 3 – History of the Muslim Filipinos and the Indigenous Peoples (IPs) of MINSUPALA.

II. Course Description:
A historical view of the Filipino Muslims and of the Indigenous Peoples of Mindanao, the Sulu Archipelago, Palawan since pre-colonial times to the present; of how they fought against the forces of foreign and local domination which threaten their very existence; of the significance of this study within the broad context of Philippine History.

Credit: 3 units
Hours/weeks/semester: 54 hours/18weeks/1 semester
Prerequisites: History 1

III. Course Objectives:
A. General:
   Appreciate the historical experiences of the Filipino Muslims and the Indigenous Peoples of Mindanao, the Sulu Archipelago, Palawan as an integral though distinct part of Philippine History.

B. Specific:
   1. Identify the different ethno-linguistic groups in the MINSUPALA region through map drawing, collage making and similar activities;
   2. Discuss the strategies employed by the Spaniards and American in their colonization of the MINSUPALA;
   3. Describe the struggles of the ethno-linguistic groups in defense of their territory;
   4. Express their reactions to certain historical events through reflection papers, dramatization and similar class activities; and
   5. Show that the greater part of the population of the Filipino Muslim and of the Indigenous Peoples of Mindanao, the Sulu Archipelago, Palawan were colonized during the entirety of the Spanish colonial period.

IV. Course Outline/Content:

Note: This Course Outline may be revised and adjusted as the course progresses.

G. Introduction: What is History? 1.5 hrs
   1. The science of History
   2. Political History of the Sultanates of Sulu and Maguindanao
H. Muslim Filipinos and the Indigenous Peoples (IP) of MINSUPALA 1.5 hrs
   1. The Muslim Filipinos
2. Similarities and differences between the other communities in Mindanao and Sulu; and with the rest of the archipelago.
3. Origins and Ethnic Roots
4. Inter-tribal social and economic relations within the Philippine archipelago

I. Islam in the Philippines 1.5 hrs.
   1. Coming of Islam
   2. Basic Tenets
   3. Impact on the lives of the Indigenous Peoples
   4. The Moro People: Socio-economic effects to the Islamized peoples
   5. Definition of Jihad, Sabil-ula (Juramentado) and Islamic nationhood

J. Ethnolinguistic Groups composing the IPs of MINSUPALA (Lumads) 3.0 hrs.
   1. The Indigenous Peoples
   2. Geo-ethnic data about each group
   3. Origins
   4. Relations with other communities in the MINSUPALA Region
   5. Belief System

K. Period of Spanish Colonial Aggression 12.0 hrs
   1. Motive(s) for coming
   2. Standard Methods and Tools of Colonization
      a. Use of Armed Force; Divide and Rule tactics; Deception
      b. Use of Religion and diplomacy within the context of Patronato Real
   3. Spanish-Moro War
      a. Containment of the Moro People
      b. Systematic use of Christian native conscripts in all Spanish expeditions against Moroland
      c. Religious and political pretexts (e.g. Islam as an evil sect, piracy, slavery, treaty violations) employed by the Spaniards
   4. Overall Results of the Spanish-Moro War
      a. Erosion of Moro territory
      b. Economic Recession among the Moro People
      c. Mutual hostility between the Christianized natives and the Moro People
   5. Significance of the Moro Resistance against the Spanish aggressors (also in relation to the Filipino struggle against the same enemy)
      a. Significance of the Indigenous Peoples’ resistance against Spanish aggressors
      b. Weaknesses of the Moro people in their struggle against the Spanish aggressors.

L. Period of American Colonialism 15 hrs.
   1. Motive of US Expansion
   2. Standard methods and Tools of Colonization
      a. Use of Armed Force; Divide and Rule tactics; Deception
      b. Use of “Education”, “Democracy”, “Religion”, “Free Enterprise” and “Free Trade”
   3. US-Moro War: Resistance against the Americans
      a. Bates Treaty
      b. Armed Encounters
      c. Collapse of Moro Resistance
   4. Consolidation of US Rule in Mindanao-Sulu
      a. Moro Province to the Department of Mindanao and Sulu
      b. Creation of the Special Province of Agusan; the Tribal Wards
c. Use of Traditional Leaders in Political Administration
d. Exposure Tours and Pensionado Program
e. Compulsory Education
f. Role of Catholic and Protestant Missionaries
g. Agricultural Colonies and resettlement programs

5. Persistence of Struggle against American Colonizers
   a. Armed Resistance
   b. Parliamentary forms: Letters, Petitions, etc.

6. Period of the Commonwealth
   a. Quezon’s Policy to the Moro People
   b. Moro Participation in the Political System
   c. Lumad Participation in the Political System
   d. Resettlement with greater vigor

7. Japanese Occupation: Muslim-Christian Cooperation

8. Overall effect of US Colonialism in Mindanao and Sulu
   a. Subjugation of the Moro and Lumad Peoples
   b. “Filipinization” of the Moro and Lumad Peoples
   c. Further Economic Recession in Moro and Lumad Life
   d. Mutual Muslim-Christian animosity too in different form
   e. Disruption to the Indigenous Peoples

M. Period of the Republic of the Philippines
   1. Grant of the Philippine Independence
   2. Government Policies towards the minorities
      a. carry over from the commonwealth and American colonial period: regalian doctrine, landlaws on natural resources
      b. resettlement process continues
      c. increase Moro and Indigenous Peoples participation in political system
      d. deepening economic dislocation
      e. R.A.1888- Creation of Commission of National Integration
      f. Increasing penetration by multinational corporations victimizing both minority and majority among the broad majority of the people.

3. Reaction from the Moro people
   a. Establishment of the MIM 1968 seeking the establishment of Islamic State in Muslim dominated areas of Mindanao and Sulu.
   b. Jabidah Massacre; 1971 upheaval in Moroland
   c. Emergence of the MNLF- birth of the Bangsa Moro concept
   d. Tripoli Agreement and the Autonomous Regions (9 and 12) ARMM and the Peace Agreement of 1996
   e. The emergence of the MILF; GRP- MILF peace negotiations

4. Reactions from the indigenous Peoples
   a. Mindanao Highlanders Associatio; PANAMIN; Lumad, Mindanao; Pangtagbo
   b. CDC
   c. IPRA

5. Peace and Development issue: Where do the Muslims and the Indigenous Peoples stand of the Philippines?
   a. Tri-people approach
   b. The environmental dimension
   c. The oil connection
   d. Peace building initiatives
V. Methods and Teaching Strategies:
   H. Formal lecture method
   I. Lecture-discussion techniques
   J. Group discussion/Group participation method
   K. Assigning special projects
   L. The use of audio-visual aids—maps, graphs, films
   M. Debates and role playing
   N. Inquiry-oriented method

NOTE: Students with special needs borne out by their handicaps i.e. speaking, visual, hearing, etc., may be given paper work or relevant projects, to compensate for the usual classroom activities that they cannot effectively participate in.

VI. Instructional Materials:
   A. Maps and World Atlas
   B. Computer and the Internet
   C. Television with VCF/DVD/VHS player
   D. Books and Journals

VII. Enrichment/Co-curricular Activities
   A. Film Showing
   B. Library Research/Term Paper
   C. Project
   D. Group Dynamics
   E. Dimensional Question Approach
   F. Debate
   G. Role-Playing/Dramatization

VIII. References:
   C. Vic Hurley, Jungle Patrol
   D. Vic Hurley, Swish of the Kris
   E. Rudy B. Rodil, Kasaysayan Ng Mga Pamayanan Ng Mindanao At Arkipelago Ng Sulu, 1596-1898. MA tesis, Unibersidad ng Pilipinas, Diliman. Siyudad ng Quezon, 14 Pebrero, 1992.


M. William Henry Scott, Cracks in the Parchment Curtain.

N. Rad. D. Silva (Rudy B. Rodil in real Life), Two Hills of the Same Land.
I. Course No. and Title: History 5 – Life and Works of Rizal

II. Course Description:
A study of the life and works of Dr. Jose Rizal in the context of the formation of Filipino nationalism, its relevance and application on the continuing problems in the contemporary Philippines.

Credit : 3 units

Hours/weeks/semester : 54 hours/18 weeks/1 semester

Prerequisites : none

III. Course Objectives:
A. General:
This course will enable the student to develop and inculcate nationalism through life and works of Jose Rizal.

B. Specific:
1. Define the basic concepts of nation, state, patriotism, nationalism, freedom and independence.
2. Dissect the struggles, thoughts and ideas of Jose Rizal
3. Discuss the Philippine past and contemporary problems and realities.
4. Express their stand on issues when and as the need arises
5. Work to continue the struggle for a better Philippines
6. Show appreciation of the works of Jose Rizal and its contribution in the development of national consciousness.
7. Demonstrate moral character and moral discipline.
8. Compose a poem expressing nationalism, or write reflection paper.

IV. Course Outline/Content:

Note: This Course Outline may be revised and adjusted as the course progresses.

A. Nationalism and other concepts defined
1. Nation, state, patriotism, nationalism, freedom, independence
2. Nationalism as an ideology; sentiment and a commitment
3. Emergence of Filipino national consciousness
4. Campaign for Reforms

B. Philippine in the 19th century
1. Political, economic, socio-cultural condition
2. Educational System
3. Church

C. Development of Rizal’s nationalism
1. Birth, ancestry, childhood and early education
2. Rizal as an advocate, propagandist, novelist, historian, revolutionary, reformist, essayist, poet, etc.
3. Exile in Dapitan
4. Trial and Execution

D. Nationalism in his Novels
   1. Noli me Tangere and El Filibusterismo
   2. Analysis of the plot and Character

E. Rizal’s Idealisms in Poetry
   1. Sa Aking Mga Kabata: A La Juventud Filipina; Mi Retiro; Mi Ultimo Adios
   2. Other Poems

F. Ideology in his essays
   1. El Amor Patrio
   2. Letter to the Young Women of Malolos
   3. Indolence of the Filipino People
   4. Philippine Within a Century Hence

G. Rizal and the Contemporary Society
   1. First Filipino: by Leon Ma. Guerrero
   2. Who and what made Rizal our Foremost National Hero? By Esteban de Ocampo
   3. Rizal’s validity in the 21st century: Cezar Majul
   4. Veneration Without Understanding: Renato Constantino

V. Methods and Teaching Strategies:
   O. Formal lecture method
   P. Lecture-discussion techniques
   Q. Group discussion/Group participation method
   R. Assigning special projects
   S. The use of audio-visual aids—maps, graphs, films
   T. Debates and role playing
   U. Inquiry-oriented method

NOTE: Students with special needs borne out by their handicaps i.e. speaking, visual, hearing, etc., may be given paper work or relevant projects, to compensate for the usual classroom activities that they cannot effectively participate in.

VI. Instructional Materials:
   A. Maps and World Atlas
   B. Computer and the Internet
   C. Television with VCF/DVD/VHS player
   D. Books and Journals

VII. Enrichment/Co-curricular Activities
   A. Film Showing
   B. Library Research/Term Paper
   C. Project
   D. Group Dynamics
   E. Dimensional Question Approach
   F. Debate
   G. Role-Playing/Dramatization
VIII. References:
   A. History 5 selected Readings
   B. Rizal and the development of national consciousness: Romero Sta. Romana and Santos
   C. History of the Filipino People: Agoncillo and Guerrero
   D. Life and works of Dr. Jose Rizal: Gregorio F. Zaide

IX. Grading System:
   Cumulative Grading System.
   Passing Percentage: 50%

   Required bases: Quizzes, Reports/Class Participation, Major Exams, Assignments/Paper Works/Term Papers. The distribution of percentages for the calculation of grades is left on the Professor or Instructor or Lecturer teaching History 5.
Mindanao State University-Iligan Institute of Technology  
College of Arts and Social Sciences  
DEPARTMENT OF HISTORY  

SYLLABUS  
First Semester, A.Y. 2011-2012

I. Course No. and Title: History 106 – Philippine Nationalism

II. Course Description:  
A study of the rise of Philippine nationalism based on the political ideas of leading Filipino nationalists like Fr. Jose A. Burgos, Graciano Lopez Jaena, Marcelo H. del Pilar, Jose Rizal, Andres Bonifacio, Emilio Jacinto, Emilio Aguinaldo, Apolinario Mabini, Gregorio del Pilar, Manuel L. Quezon, Sergio Osmeña, Claro M. Recto, Ramon Magsaysay, Benigno Aquino and other Philippine Presidents.

Credit : 3 units
Hours/weeks/semester : 54 hours/18weeks/1 semester
Prerequisites : History 1 History 60  
History 3 History 70  
History 5 History 80  
History 50

III. Course Objectives:
A. General:
1. To help the student appreciate and recall historical experiences on our heroes’ struggle for national independence.
2. To increase the student level of awareness and develop better understanding on issues and problems on National Consciousness.
3. To transform and help students to become better, active and responsible citizens of the Republic.

B. Specific:
1. The help the students express their love of country through active involvement in community activities especially during Independence Day celebration and other celebration commemorating our national heroes.
2. To equip the students with skills in analyzing contemporary Philippine issues and problems.
3. To allow and help the student identify values and skills in the resolution of Philippine problems.

IV. Course Outline/Content:

Note: This Course Outline may be revised and adjusted as the course progresses.

A. Introduction
1. The different meaning and interpretation of Nationalism
a. Hans Kahn  
b. Carlton Hayes  
c. Louis Synder  
d. James Collaner  
e. Robert Emerson  

2. Filipino Standpoint of Nationalism  

3. Contributory Factors to the emergence/development of Philippine Nationalism  

C. Stages of Nationalism in the Philippines  
1. Awakening Period: Secularization Controversy and Fr. Jose A. Burgos  
2. Reform Movement:  
   a. Graciano Lopez Jaena  
   b. Marcelo H. del Pilar  
   c. Jose Rizal  
3. The Revolutionary Period:  
   a. Andres Bonifacio  
   b. Emilio Jacinto  
   c. Emilio Aguinaldo  
4. The Era of Passive or “Suppressed” Nationalism  
   a. Apolinario Mabini  
   b. Sergio Osmeña  
5. Filipinization Period  
6. Commonwealth Period: Manuel L. Quezon  
7. The Japanese Occupation  
8. reawakening Period (1950 to present)  
   a. Ramon Magsaysay  
   b. Carlos P. Garcia  
   c. Lorenzo Tañada  
   d. Carlos P. Romulo  
   e. Claro M. Recto  
   f. Benigno Aquino  

V. Methods and Teaching Strategies:  
   A. Lecture-Discussion Technique  
   B. Expository Reporting (Oral)  
   C. Workshop  

VI. Instructional Materials:  
   A. Books  
   B. Chalk, eraser and board  
   C. Audio-visual aids  

VII. Enrichment/Co-curricular Activities  
   A. Film Showing  
   B. Group Dynamics  
   C. Research/Reaction Paper Writing  
   D. Peer Teaching  
   E. Dimensional Question Approach  
   F. Adopt a Barangay Project
VIII. References:

O. _________________. The Propaganda Movement, 1880-1895. Quezon City: Ateneo de Manila University.
I. Course Title: Hist 121- Modern Southeast Asia

II. Course Credit: 3 units

III. Course Description: Course covers the period of the entry of Southeast Asia into the modern world, e.g. from the demise of the Indianized/Buddhist states in insular SEA up to its modernization/westernization under the colonial regimes. It highlights the Asian responses to the challenge of colonization.

IV. Course Objectives:
A. GENERAL: This course aims to:
   1. Train students in critical history through the workshop method;
   2. Bring to focus the evolution of Southeast Asian identity.
B. SPECIFIC: At the end of the course, the student is expected to:
   4. Have developed an appreciation for both indigenous and foreign provenance of Southeast Asian identity; and
   5. Given greater awareness of nationalist movements in the region, Southeast Asian heroism is hoped to be applied by the students in their own fields of endeavor.

V. Course Outline:
A. Introduction: Course coverage, requirements, etc.
B. Geographical and historical perspectives
C. Early relationships with China and India
D. Changing patterns in Southeast Asia: 13th to 15th centuries
   1. Islamization
   2. Growth of Chinese interest in the region
   3. Beginnings of Western colonization
E. First phase of Western Colonial expansion: 16th to 18th centuries
   1. Portuguese interest in Malacca
   2. Spanish domination in the Philippine Islands
   3. Dutch trade/colonial rule in Indonesia
F. Second phase of Western Colonial expansion: 19th to early 20th centuries
   1. British expansion in Southeast Asia
   2. French rule in Indochina
G. Impact of colonial rule in Southeast Asia
   1. Indochina: Vietnam, Laos and Cambodia; (peripheral effect on Thailand)
   2. Myanmar
   3. Philippines
   4. Indonesia
   5. Malaysia
   6. Singapore
   7. Brunei
8. East Timor

H. Responses of the Southeast Asian nations to neo-colonialism
   1. Early colonial rule
   2. Pre-World War II
   3. World War II
   4. Post World War II

VI. Methods and Teaching Strategies:
   1. Lecture-Discussion
   2. Reporting
   3. Workshop method: Titles for workshop papers would be assigned at two
      students per topic. Workshop papers should be written in the following format:
      a. Summary then analysis based on the topic’s relevance to the overall
         course objective.
      b. Only one page, legal size (can be back to back) is allowed.
      c. Copies should be distributed to all classmates.

VII. References:

   D.HK. Spate and Charles Fisher ed. The Changing Map of Asia. Great Britain:
   Methuen and Co. Ltd.

   Century. London: Sphere Books Ltd.

   Lexington: University of Kentucky Press.
I. Course No. and Title: History 122 - Modern East Asia

II. Course Description:
The great civilization of East Asia have evolved over the course of three millennia and spread outward geographical form its ancient point of origin in North China to the countries of Japan and Korea. East Asia, contains between a quarter and a third of the world’s population. Well until the nineteenth century, it development has been confined and isolated within itself.

In the mid-nineteenth century, however, a profound transformation began. Contacts with the expanding Western world brought East Asia changes which were often termed revolutionary. These changes marked the “westernization” and modernization of East Asia. This period is the focus of the course history 122.

Credit : 3 units

Hours/weeks/semester : 54 hours/18weeks/1 semester

Prerequisites : History 1  History 60  
History 3  History 70
History 5  History 80
History 50

III. Course Objectives:
A. General:
1. This course introduces students of history to the transformation that happened to East Asia particularly beginning with the forcible entry of Western contacts in China.
2. It shall delve into the various changes that the Chinese, Japanese and Korean societies had to confront in the course of these contacts.
3. It shall equally evaluate the response and effects of these changes on the societies of East Asia.

B. Specific:
6. Specifically, the course aims to investigate the conditions that led to Western contacts and entry in East Asia.
7. I shall examine the specific systems or influences that altered or modified the existing conditions of the countries concerned.
8. It also will look into the relevance of these changes to the societies of the same countries.
IV. Course Outline:

Note: This Course Outline may be revised and adjusted as the course progresses.

A. Introduction (2 weeks of November)
   1. Background
   2. Map Reading

B. China (2 weeks of Dec. and 2 weeks of Jan.)
   1. The Ching Dynasty
      a. The Manchu and the West
      b. Opium Wars
      c. Taiping Rebellion
      d. The Treaties
      e. The Hundred Days of Reform
      f. Boxer Rebellion
      g. SunYat-Sen
   2. The Republic
      a. Yuan Shih-Kai
      b. Twenty one Demands
      c. May 4th Movement
      d. Koumintang
      e. Chiang Kai-Shek
      f. Japanese Aggression
      g. Defeated

C. Korea (Last 2 weeks of January)
   1. Korea’s Early History (review)
   2. Korea’s response to the World
   3. Japanese Colonization of Korea
   4. Division of Korea

D. Japan (last 2 weeks of February)
   1. Japan’s Brief history (review) (1st week of March)
   2. Japan’s response to the West

E. Conclusion: East Asia in the International scene (2nd week of March)

V. Methods and Teaching Strategies:
   A. Lecture-Discussion
   B. Reporting
   C. Annotated Bibliography
   D. Book Review
   E. Term Paper

VI. Instructional Materials:
   A. Books
   B. Chalk, eraser and board
   C. Audio-visual aids

VII. Enrichment/Co-curricular Activities
   A. Film Showing
   B. Projects
   C. Team Teaching
   D. Multimedia
VIII. References:

Mindanao State University-Iligan Institute of Technology
College of Arts and Social Sciences
DEPARTMENT OF HISTORY

SYLLABUS
First Semester, A.Y. 2011-2012

I. Course No. and Title: History 125 - Modern Japan

II. Course Description:
History of Modern Japan takes off where a brief introduction to Japanese culture is discussed. Principally, this course is a survey of the historical development of Japan beginning with the Tokugawa Regime to Japan after World War II.

Credit : 3 units
Hours/week/semester : 54 hours/18 weeks/ 1 semester
Prerequisites : History 1  History 60
                History 3  History 70
                History 5  History 80
                History 50  History 122

III. Course Objectives:
A. General:
The course aims to:
4. Discuss the transformation of Japan into a modern state;
5. Examine the changes in Japanese institutions as a consequence of cultural influences from China and westernization from European contacts; and
6. Determine the resultant Japanese socio-political structures and economic character in relation to the social, political and economic challenges from other nations.

B. Specific:
The students are expected to be able to:
9. Understand the Japanese strength of character in effecting change from feudal Japan to modern change;
10. Identify specific institutions and their respective responses to the influence from China and the West; and
11. Identify the factors that enabled Japan to become a successful nation.

IV. Course Outline/Content:

Note: This Course Outline may be revised and adjusted as the course progresses.

A. Japan’s Response to the West: Rise and Fall of Tokugawa Japan, 1603-1840
   1. Tokugawa Political System: Its Character
   2. Attempts of the West to open Japan
   3. Fall of the Shogunate
B. Japan’s Constitutional Period, 1865-1889
   1. Second Phase of Modernization
   2. Meiji Government
   3. Economic Transformation
   4. Political Philosophy
C. Japan’s Economic Growth and Evolution of Oligarchical Governments, 1889-1911
   1. Zaibatsu and the Economy
   2. Oligarchical Parties: Economic and Social Bases
D. Japan’s New Politics, 1918-1935
   1. Bases of New Politics
   2. Period of Militarism
   3. New Japanism, 1931-1939
E. World War II and Japan
   1. Sino-Japanese Conflict
   2. Pacific War
   3. Occupation of Japan
F. Japan after World War II, 1952 and beyond
   1. Economic Reconstruction
   2. Political Change
   3. Social Change

V. Methods and Teaching Strategies:
   A. Lecture-Discussion
   B. Reporting

VI. Instructional Materials:
   A. Books
   B. Chalk, eraser and board
   C. Audio-visual aids

VII. Enrichment Activities:
   A. Film Showing
   B. Team Teaching
   C. Multimedia/Internet Research
   D. Photo Exhibits (if present)
   E. Writing of Annotated Bibliography/Project

VIII. References:
I. Course No. and Title: History 128 - Introduction to the Middle East

II. Course Description:

The history of the Middle East is an extensive study of recent historical and political events in the area. The roles of Great Britain, the former Soviet Union, and the United States in its internal and foreign affairs will be discussed. Attempts to unite its member states and countries into a political grouping such as the Arab League and the like shall be discussed and analyzed. The importance of the region in the light of the world situation shall be stressed. Emphasis will be laid on Arab-Israeli Conflict or the Palestinian Controversy and the recent Gulf War.

Credit : 3 units
Hours/weeks/semester : 54 hours/18 weeks/1 semester
Prerequisites : History 1 History 60
History 3 History 70
History 5 History 80
History 50

III. Course Objectives:

A. General:
At the end of the course, the students shall be able to recognize the fact that the Middle East peoples and states have their own histories, aspirations and problems of development and change, regional relationships and achievements.

B. Specific:
At the end of the semester, the student will be able to:
1. Examine the natural and cultural patterns of the Middle East and their influence on the political and economic developments in the region; and
2. Analyze and interpret the more significant relations and thus afford a greater knowledge of and insights into this strategic region of the world.

IV. Course Outline/Content:

Note: This Course Outline may be revised and adjusted as the course progresses.

A. Introduction: Geography and Demography of the Middle East
   1. Middle East: Crossroads of Three Continents
   2. Demographic Profile: Arabs, Turks and Iranians
B. The Middle East: Brief Historical Background
C. The Middle East between Two World Wars (1918-1948): Awakening and Betrayal
   1. Western Colonizers: Great Britain, France and Italy
2. Disintegration of the Ottoman Empire
3. Discovery of Oil
D. Zionism and Establishment of the State of Israel and US Support
   1. Origin and Nature of Zionism
   2. Balfour Declaration
E. Arab Response and the Palestinian Question
   1. The Arabs and the National Covenant to Destroy Israel
   2. Pan-Arabism and President Nasser of Egypt
   3. Arab-Israeli War of 1967 and 1973
   4. PLO, Hamas and Terrorism as Political Weapon (1972-1980s)
   5. OPEC and Oil Embargo as Political Weapon (1974)
F. The Middle East and Soviet Influence
   1. Soviet Influence in Egypt
   2. Soviet Influences on the Palestinian Guerilla Movement
   3. Soviet Influence on the Persian Gulf
G. The Middle East, Arab Nationalism, Islamic Fundamentalism and other Issues
   1. Egypt: From the Assassination of President Sadat to the Presidency of Mubarak
   2. Iranian Revolution and the Rise of the Ayatollahs
   3. Kurdish struggle for Independence v. Turkey and Iraq
   4. Saddam Hussein, Invasion of Kuwait and the Gulf War of 1991
   5. Middle East Peace Process: Camp David Accord and Oslo Covenant
   6. PLO, Yasser Arafat and the Proposed Palestinian State on West Bank
   7. Taliban, Osama bin Laden and the Al Qaeda network
   8. Biography of some Middle East leaders

V. Methods and Teaching Strategies:
   A. Lecture-Discussion
   B. Expository Reporting
   C. Inquiry and Problem Solving Method

VI. Instructional Materials:
   A. Books
   B. Chalk, eraser and board
   C. Audio-visual aids

VII. Enrichment/Co-curricular Activities
   A. Film Showing
   B. Group Dynamics
   C. Research/Reaction Paper Writing
   D. Peer Teaching
   E. Dimensional Question Approach

VIII. References:
I. Course No. and Title: History 141 - Modern Europe

II. Course Description:
The course will deal mainly with the period from the French Revolution and will outline the changes and developments up to the period immediately prior to the outbreak of the First World War.

Credit : 3 units

Hours/week/semester : 54 hours/18 weeks/1 semester

Prerequisites : History 1
                History 60
                History 3
                History 70
                History 5
                History 80
                History 50

III. Course Objectives:
A. General:
   1. To familiarize the students with the main political, economic and socio-political changes that took place during the period in question.
   2. To make the students understand the underlying and immediate causes of these important historical events in the European continent and their impact on current international developments.

   B. Specific:
   1. To point out the leading role that Europe has played during the past three hundred years and how it has influenced the world today.
   2. To make the students see and understand how historical processes are working for them to gain insights on the historical achievements and experiences of the European people.

IV. Course Outline/Content:

Note: This Course Outline may be revised and adjusted as the course progresses.

A. Background of the French Revolution 1 week
   1. Liberalism of the Philosophers and their Criticism Of Traditional Politics and Societies
   2. The Old Regime in France
   3. Revolt in British America and French intervention in the War of American Independence
   4. The Financial Crisis of the French Monarchy 1783-1789

B. The French Revolution 1789-1799 2 weeks
1. Transformation of the Estates-General into the National Constituent Assembly, 1789
2. Constructing a New Order in State, Church and Society 1789-1791
3. Trial of Limited Constitutional Monarchy: The Legislative Assembly, 1791-1792
4. The National Convention and the Revolutionary Republic, 1792-1795
5. The Republic under the Directory, 1795-1799 and the Advent of Napoleon Bonaparte

C. Dictatorship and Wars of Napoleon Bonaparte 1789-1815
1. The French Revolution under the Dictatorial Consulate Of Napoleon Bonaparte, 1789-1804
2. Creation of the Napoleonic Empire and its Triumphant expansion, 1804-1808
3. Decline and Fall of Napoleon’s Empire, 1801-1814
4. Influence of the French Revolution and Napoleon on Europe

D. European Restoration and Continuing Conflict between Conservatives and Liberals, 1815-1848
1. Congress of Vienna and the Peace Settlement of 1815
2. Metternich and the Concert of Europe
3. Stirrings of Liberalism and Nationalism, 1815-1830
4. Liberal Revolts and Reforms, 1830-1832

E. Intellectual Developments of the 19th Century: Romanticism and Science
1. Romantic Movement in Literature and Art
2. Romantic Movement in Philosophy and Religion
3. Contribution of Romanticism of Nationalism and Liberalism

F. Liberal and Nationalism Upheaval of 1848
1. The February Revolution at Paris and the Coming of the Second French Republic
2. The Revolutionary wave throughout Central Europe
3. Nationalist Conflict and Conservative Reaction
4. Transformation of the Second French Republic into another Napoleonic Empire, and the general restoration of law and order

G. Economic Foundations of the Late 19th Century: The so-called Industrial Revolution
1. Early Stages of the Industrial Revolution
2. Period of Rapid Industrialization in England, 1830-1870
3. Spread of Industrialization, and the temporary triumph of Economic Liberalism
4. Protests against Economic Liberalism

H. Liberal Nationalist Dictatorship of Napoleon III and the Establishment Of the National States of Italy and Rumania
1. Napoleon III’s Domestic Policies
2. The Crimean War, National Emergence of Rumania, And Napoleon III’s Colonial Ventures
3. Unification and Independence of Italy
4. Decline and Fall of the Second French Empire

I. Establishment of the Hohenzollern German Empire
1. German Nationalism and the Prussian Bismarck
2. The Danish War of 1864 and the German Civil War of 1866 between Prussia and Austria
3. The Franco-Prussian War of 1870-1871 and the Creation of the German Empire
4. Consolidation of the Empire and the Conflict with the Catholic Church
5. Bismarck and Socialism
6. Bismarck’s Tariffs and National Policies

J. Liberalism and Democracy in Western Europe and Backwardness
   In eastern Europe
   1. The Shining Example of Britain
   2. The Third French Republic
   3. Other successes of Liberal Democracy
   4. The Russian Tsardom
   5. Disruptive Nationalism in Austria-Hungary and the Balkans

K. International Politics and Revival of Imperialist Rivalry
   1. Militarism and Diplomacy of the Era of Bismarck, 1866-1890
   2. Origins of Renewed Imperialist Rivalry
   3. New Overseas Empire-building in Africa
   4. British-Boer conflict in South Africa
   5. Other Imperialist Expansions

L. Criticism and Dissent at the end of the 19th Century
   1. Revolutionary Developments in Science
   2. Materialism in Philosophy and Realism in Literature and Art
   3. Marxian Criticism
   4. Impact of Dissent

V. Methods and Teaching Strategies:
   A. Lecture
   B. Case Method
   C. Active Learning
   D. Cooperative Learning
   E. Integrating Technology

VI. Instructional Materials:
   A. Maps and Atlas
   B. Computer and the Internet
   C. Television with VCF/DVD/VHS player
   D. Books and Journals

VII. Enrichment/Co-curricular Activities
   A. Film Showing
   B. Symposium
   C. Team Teaching
   D. Multimedia/Internet Research

VIII. References:
I. Course No. and Title: History 142 - Contemporary Europe

II. Course Description:
A seminar course on Contemporary Developments in Europe. A history course dealing with events that unfolded in the European Continent from the First World War up to the present. Specific emphasis is laid in the developments of selected countries within the continent and their importance and relevance to present world affairs.

Credit : 3 units

Hours/weeks/semester : 54 hours/18weeks/1 semester

Prerequisites : History 1  History 60
                History 3  History 70
                History 5  History 80
                History 50 History 141

III. Course Objectives:
A. General:
1. To familiarize the students with the main political, economic and socio-cultural changes that took place during the period in question.
2. To make the students understand the underlying and immediate causes of these important historical events in the European continent and their impact on current international developments.

B. Specific:
1. To enable the students to appreciate the recent developments in the European continent specifically the establishment of new states.
2. To make the students see and understand the political, social and economic changes in Europe in the 20th century.
3. To identify the causes of conflict in the continent and explain how such events were resolved.
4. To explain the political and economic innovations developed in Europe that has significantly influenced the global community of nations.

IV. Course Outline/Content:

Note: This Course Outline may be revised and adjusted as the course progresses.

A. Europe in 1914  1 week
   1. The European Cultural Heritage
   2. The Promise of the New Era
   3. The Ideologies of Progress
4. The Triumph of Parliamentary Democracy
5. The Danger Signals
6. The Origins of the World Conflict

B. The First World War
   1. The Character of the Conflict
   2. The Western Front from the Marne to Verdun
   3. The Widening of the Conflict
   4. The Economics of Warfare
   5. The End of Old Europe
   6. The Year of Decision

C. The Russian Revolution and Its Consequences
   1. Ideology and the War
   2. Pre-Revolutionary Russia
   3. From the March to the November Revolution
   4. The Civil War
   5. The International Failure

D. The Settlement of 1919-1923
   1. The Wilsonian Vision
   2. The Liberation of East Central Europe
   3. The Peace Conference of 1919
   4. The Peace of Paris
   5. The Final Liquidation of War

E. The Years of Stability, 1924-1929
   1. The Spirit of Locarno
   2. The Conservative Governments
   3. The Lurking Nemesis

F. The Great Depression, 1929-1935
   1. Origins and Character
   2. Central Europe: The Years of Turmoil
   3. Western Europe: The Years of Drift
   4. Scandinavia: The Middle Way
   5. The Crisis of Parliamentary Democracy

G. The Fascist Regimes
   1. Mussolini’s Achievement
   2. The Rise of Hitler
   3. The Clerical-Corporation States
   4. The Nature of the Fascist System
   5. The Popular Front Mentality

H. The Stalinist System
   1. The Consolidation of Stalin’s Authority
   2. The Great Transformation
   3. The Political and Social Transformation

I. European Civilization in Crisis
   1. The Social Consequences of the Depression and Fascism
   2. The Literature of “Engagement”
   3. The Religious Revival
   4. The People and the Arts

J. The Road to Catastrophe, 1935-1939
   1. Rearmament and the Rhineland
   2. The Ethiopian War
   3. The Spanish Civil War
4. The Fall of Austria and Czechoslovakia
5. The Last Year

K. The Second World War
1. Illusion and Blitzkrieg
2. Their Finest Hour
3. The War in the Balance
4. The Turning of the Tide
5. The Final Assault

L. Eastern Europe: The Years of Revolution, 1945-1949
1. The War’s End
2. The Preconditions
3. The Two Revolutions
4. The Suppression of Opposition

M. Western Europe: The Years of Recovery, 1945-1949
1. The Moment of Liberation
2. The Economic Problem
3. The Occupation of Germany
4. France and Italy: The Era of Tri-Partism
5. The British Labour Government
6. The Parliamentary Restoration

N. The Cold War, 1947-1953
1. The Split between the East and West
2. The Atlantic Alliance and the Governments of the Center
3. The Korean War and the Governments of the Right
4. Eastern Europe: The Climax of the Terror

O. The Loss of Colonial Empire
1. The Setting
2. The Liberation of Southern Asia
3. The African Awakening
4. The Effects in Europe

P. Europe: Its Own Master, 1953-1960
1. The Change in the International Climate
2. Western European Democracy
3. The Iberian Dictatorships
4. Eastern Europe After Stalin

1 week

V. Methods and Teaching Strategies:
A. Lecture
B. Case Method
C. Active Learning
D. Reporting

VI. Instructional Materials:
1. Globe/Maps and World Atlas
2. Computer and the Internet
3. Television with VCF/DVD/VHS player
4. Books and Journals

VII. Enrichment/Co-curricular Activities
A. Film Showing
B. Research  
C. Group Dynamics  
D. Multimedia  
E. Team Teaching  

VIII. References:  

I. Course No. and Title: History 144 - History of England

II. Course Description:
A study on the history of England from the pre-historic period to the growth of influences. Significant development on culture, civilization, reform, industrialization, revolution, national unity and the system of monarchial governance through parliamentary system were given emphasis.

Credit: 3 units

Hours/weeks/semester: 54 hours/18 weeks/1 semester

Prerequisites: History 1, History 60, History 3, History 70, History 5, History 80, History 50, History 141

III. Course Objectives:
A. General:
The course intends to familiarize the students with the history of England and her major events affecting the world.

B. Specific:
1. To identify significant leaders and their contribution in English history.
2. To evaluate critically the economic, social and political changes that shaped English colonialism and nationalism.
3. To appreciate the geographic location and its relationship to the historical events in England.

IV. Course Outline/Content:

Note: This Course Outline may be revised and adjusted as the course progresses.

A. The Geography of England
1. The British Isles 1.5 hrs.
2. The United Kingdom 1.5 hrs.
3. The England and her Counties 1 hr.
4. Topography and Landmarks 1 hr.

B. Prehistoric England
1. The Races (Celtics and Britons) 1 hr.

C. England: Foundation, Civilization and External Influences
1. Influences and Contributions from the Roman Civilization 1.5 hrs.
2. The Angles, Saxons and Jutes 1.5 hrs.
3. Organization of the Christian Church in England 1 hr.
4. The Danes and the Shires 1 hr.
5. The later Saxons, Normans and Danes 1 hr

D. Significant Monarchial Leadership 9 hrs.

F. England during World War I 1.5 hrs.
1. Triple Alliance and Triple Entente
2. Industrial Changes in the War Period

G. England during World War II 1.5 hrs.
1. Organization of the British Empire
2. British Foreign Policies

1. The British-German-Italian Alliances

I. Contemporary England 3 hrs.
1. English-French Diplomacy in the 21st Century
2. English-American Relatives in the 21st Century

V. Methods and Teaching Strategies:
A. Lecture and Discussion
B. Case Method
C. Active Learning
D. Reporting and Workshops
E. Group Dynamics
F. Debate

VI. Instructional Materials:
A. Maps and World Atlas
B. Computer and the Internet
C. Television with VCF/DVD/VHS player
D. Books and Journals

VII. Enrichment/Co-curricular Activities
A. Film Showing
B. Library Research
C. Project
D. Group Dynamics
E. Dimensional Question Approach

VIII. References:
I. Course No. and Title: History 145 - History of Russia

II. Course Description:
A course on the History of Russia with an emphasis on the strategic geo-political influence of Russia during the 18th and 19th centuries and as a totalitarian socialist state from the 20th century to the contemporary period.

Credit : 3 units

Hours/weeks/semester : 54 hours/18 weeks/1 semester

Prerequisites : History 1 History 60
                History 3 History 70
                History 5 History 80
                History 50 History 141

III. Course Objectives:
A. General:
   At the end of the semester, the students will be able to:
   1. Know the early history of Russia; and
   2. Understand the role of Russia in the European affairs and to the other regions in its periphery.

B. Specific:
   This course will enable the students to:
   1. Grasp the significance of the socialist revolution in Russia to the contemporary history of the world;
   2. Explain the tremendous influence of Russia in the 19th century European affairs; and
   3. Elucidate on the development of Russia as a superpower during the bipolar conditions of the Cold War.

IV. Course Content:

   Note: This Course Outline may be revised and adjusted as the course progresses.

   A. Map familiarization
      1. European Russia
      2. Asiatic Russia
   B. Early European History
      1. Kievan Russia
      2. The Origins of the Rurik Dynasty
3. The Early Kievan Political and Social Structure
4. The Mongol Period
C. Rise and Expansion of Moscow
   1. Ivan the Terrible and the First Tsar
   2. The End of the Rurik Dynasty
   3. The Rise of the Romanov Dynasty
D. Imperial Russia
   1. Peter the Great and his Reforms
   2. Catherine the Great
   3. Alexander I and the Napoleonic Invasion
   4. Nicholas I
   5. Alexander I
   6. Alexander II
   7. Nicholas II
      a. The Russo-Japanese War
      b. The Revolution of 1905
      c. World War I and the Fall of the Romanov Dynasty
E. Soviet Russia
   1. The Provisional Government
   2. The Bolshevik Revolution
   3. The Civil War
   4. The Stalin Regime
      a. The Purges under Stalin
      b. The First Five-Year Plan
      c. The Soviet-Nazi Pact
      d. World War II
F. The Cold War
   1. The Yalta Conference
   2. The Potsdam Conference
   3. The Berlin Crises
   4. The Truman Doctrine
   5. De-Stalinization under Khruschev
G. The End of the Cold War
   1. Gorbachev: Perestroika and Glasnost
   2. The Yeltsin Administration

V. Methods and Teaching Strategies:
   A. Lecture and Discussion
   B. Reporting and Workshops
   C. Group Dynamics

VI. Instructional Materials:
   A. Maps and World Atlas
   B. Computer and the Internet
   C. Television with VCF/DVD/VHS player
   D. Books and Journals

VII. Enrichment/Co-curricular Activities
   A. Film Showing
   B. Map Reading
   C. Multimedia
D. Team Teaching
E. Brainstorming

VIII. References:

I. Course No. and Title: History 146 - US History

II. Course Description:
   A historical overview of United States of America since pre-colonial times to the present; of how they settle and respond to the Indian natives; of the establishment of the thirteen colonies as confederation; of how they fought for freedom and liberty; of how they formulate the ideals of democracy.

   Credit : 3 units
   Hours/weeks/semester : 54 hours/18 weeks/1 semester
   Prerequisites : History 1, History 60, History 3, History 70, History 5, History 80, History 50

III. Course Objectives:
   A. General:
      To help the students appreciate the historical experiences of the North Americans in carving their spirit of national identity, democracy and liberty.

   B. Specific:
      1. To help the students appreciate the various population growth and its political unity in USA.
      2. To illustrate to the students the complex geographical features of USA and its diverse cultures.
      3. To make the students express their emotional reactions to certain historical events through reflection papers, dramatization and similar class activities.
      4. To show to the students the broad context of population growth in USA and their role towards global affairs in colonialism, politics and economy.

IV. Course Content:

   Note: This Course Outline may be revised and adjusted as the course progresses.

      1. The Science of History
      2. Various viewpoints in the interpretation of History
      3. American standpoints in the study of American history:
         a. democratic (mass-oriented)
         b. Scientific (accuracy of facts and interpretation)
B. The American Geography  
   1. The Panoramic View  
   2. The Northeast, Central, Southeast Great Plains
C. The Foundation of American Society and Culture  
   1. A continent-nation: The Pre-Colonial Culture  
   2. The American Society and Culture  
   3. Internal Migration and the Movement of Population  
   4. Early “Written” Constitutions and Article of Confederation
D. The Colonial Period  
   1. The Search for Religious and Political Freedom  
   2. Educational System, Press and Freedom  
   3. The Political Development  
   4. The Economy  
   5. Foreign Policies and Independence
E. Nationalist Issues and Principles  
   1. The Federalist Decade  
   2. The Early Jeffersonians  
   3. The Era of Jackson  
   4. Democrats and Whigs
F. The Contemporary USA  
   1. Diplomacy and Foreign Policies  
   2. USA and the Global Perspectives  
   3. USA and the Southeast Asia

V. Methods and Teaching Strategies:
   A. Lecture and Discussion  
   B. Reporting and Workshops  
   C. Group Dynamics and Group Discussion/Participation  
   D. Debates and Role-Playing  
   E. Inquiry-oriented Method

VI. Instructional Materials:
   A. Maps and World Atlas  
   B. Computer and the Internet  
   C. Television with VCF/DVD/VHS player  
   D. Books and Journals

VII. Enrichment/Co-curricular Activities
   A. Film Showing  
   B. Map Reading  
   C. Critical Analysis/Term Paper/Action Project  
   D. Team Teaching  
   E. Multimedia

VIII. References:
I. Course No. and Title: History 160 - Modern Africa

II. Course Description:
A seminar course on contemporary developments in Sub-Sahara Africa. A general history course dealing with events leading to the emergence of the present group of states in the African continent. Particular emphasis is on the effects of colonial regime in the developments of selected African states and their role in the present world affairs.

Credit : 3 units

Hours/weeks/semester : 54 hours/18 weeks/1 semester

Prerequisites : History 1 History 60
                History 3 History 70
                History 5 History 80
                History 50

III. Course Objectives:

A. General:
   At the end of the semester, the students can acquire understanding of Africa.

B. Specific:
   At the end of the semester, the students will be able to:
   1. define important terms/concepts related to the study;
   2. describe the condition of Africa before and after the colonial period;
   3. identify the different colonizers in Africa;
   4. explain the root cause of the contemporary problems in sub-Saharan African countries;
   5. discuss the impact of the slave trade;
   6. shows the significance of the geography of Africa;
   7. trace the events leading to the emergence of the contemporary group of states in the continent of Africa; and
   8. write a reaction/reflection on the contemporary problems of Africa.

IV. Course Outline/Content:

Note: This Course Outline may be revised and adjusted as the course progresses.

A. Geography
   6 hours
   1. List of all African Countries
   2. Total Land Area of the Continent
   3. Climate and Topography
4. Natural Resources
5. Economy

B. Peopling of the Continent
   1. Evolution of the Early African Societies
   2. Early Kingdoms and City-States

First Preliminary Examination

C. Colonial Period
   1. Early European Contacts
   2. Slave Trade
   3. Impact of the Slave Trade
   4. Politics and State Building in the different African Regions
   5. Scramble and Partition
   6. Resistance and Rebellion
   7. Developments of a Pan-Africanist Tradition
   8. Independence Movement

Second Preliminary Examination

D. Africa Today
   1. Colonial Heritage
   2. Search for Unity
   3. Foreign Contribution
   4. Problem of Transition
   5. Coups and Counter Coups
   6. Impact of Colonial Rule

Final Examination

V. Methods and Teaching Strategies:
   A. Lecture and Discussion
   B. Individual Reporting
   C. Panel Discussion
   D. Debate
   E. Reflections

VI. Instructional Materials:
   A. Maps and World Atlas
   B. Computer and the Internet
   C. Television with VCF/DVD/VHS player
   D. Books and Journals

VII. Enrichment/Co-curricular Activities
   A. Film Showing
   B. Map Reading
   C. Brainstorming
   D. Dimensional Question Approach
   E. Group Dynamics
VIII. References:

Mindanao State University-Iligan Institute of Technology
College of Arts and Social Sciences
DEPARTMENT OF HISTORY

SYLLABUS
First Semester, A.Y. 2011-2012

I. Course No. and Title: History 161 - Central America and South America

II. Course Description:
A seminar course on Latin America from 1600 to the present. A general history course dealing with the events leading to the developments of Central and South America and the Caribbean regions.

Credit : 3 units

Hours/weeks/semester : 54 hours/18 weeks/1 semester

Prerequisites : History 1
               History 3
               History 5
               History 60
               History 70
               History 80
               History 50

III. Course Objectives:
A. General:
1. Know the history of Latin America from 1600 up to the present with particular emphasis on colonial and post-colonial developments.
2. Trace the contributions of the three Indian civilizations to world’s modern discoveries in Science and Technology, Arts and Literature.
3. Analyze the events which caused the downfall of the Inca, Maya and Aztec civilizations.
4. Evaluate the effects of the colonial regime in Latin America.
5. Identify the socio-economic and political problems in Latin America.
6. Know the role of the slaves in the development of Latin America.
7. Learn the root cause of drug trafficking in Latin America.

B. Specific:
1. To be able to analyze the historical events that happened in Latin America from 1600 up to the present.
2. Know the contributory factors that led to the downfall of the three Indian civilizations.
3. To be able to trace the contributions of the Maya, Aztec and Inca civilizations to the world’s modern discoveries in Science and Technology, Arts and Literature.
4. To be able to analyze the effects of the colonial regime in Latin America in socio-cultural, economic and political developments.
5. To determine the different contributory factors in the development of nationalism in Latin America which led to the granting of independence.
6. To know the contributions of the slaves in the socio-economic and political developments in Latin America.
9. To be able to analyze the cause and effect of drug trafficking in Latin America to the World Economy.

### IV. Course Content:

**Note: This Course Outline may be revised and adjusted as the course progresses.**

<table>
<thead>
<tr>
<th>Section</th>
<th>Meetings</th>
<th>Content</th>
</tr>
</thead>
</table>
| A. Geography | 2 | 1. Map and List of Countries in Latin America (Central, South and Caribbean Regions)  
2. Land Area  
3. Topography  
4. People  
5. Climate  
6. Natural Resources  
7. Short Description of Latin American Countries |
| B. The Indian Background | 3 | 1. The Indians, the First Americans  
2. Maya Civilization  
3. Aztec Civilization  
4. Inca Civilization |
| C. The Iberians in the New World | 3 | 1. The Voyage of Christopher Columbus in America  
2. The Conquest:  
   a. Caribbean  
   b. Mexico  
   c. Peru  
   d. Chile  
   e. Amazon Basin  
   f. Spanish Main  
   g. Lands in Rio de la Plata |
| D. The Portuguese Empire in Brazil | 3 | 1. Beginnings of Brazil  
2. Portuguese Colonial Government  
3. Church in Brazil  
4. Brazil’s Economy |
| E. Spanish Colonial Rule in America | 4 | 1. Spain’s Government in America  
2. Church in America  
3. Royal Control of Spanish American Economy |
| F. The Independence Movement | 4 | 1. Tumult of Revolution  
2. Mexico’s War of Independence  
3. Independence Movement in South America  
4. Independence Movement in the Caribbean |
| G. Later Independence Movements | 10 | 1. Mexico’s War with the United States  
2. Regime of the Dictators in Mexico  
   a. Benito Juarez  
   b. Santa Ana  
   c. Porferio Diza |
3. Regime of Fidel Castro in Cuba
4. Regime of Juan Peron in Argentina
5. Era of Trujillo

V. Methods and Teaching Strategies:
   A. Conventional Lectures/Discussion by the Instructor
   B. Oral Presentation of Assigned Reports by the Students
   C. Teacher-Learner Classroom Free Discussions

VI. Instructional Materials:
   A. Maps and Atlas
   B. Internet
   C. Books and Journals

VII. Enrichment/Co-curricular Activities
   A. Film Showing
   B. Projects
   C. Case Study
   D. Team Teaching
   E. Multimedia

VIII. References:
I. Course No. and Title: History 162 - History of Australia, New Zealand and Oceania

II. Course Description:
Analytical review of events from the ancient times to the present in Australia, New Zealand and Oceania. Particular emphasis on the setting in these countries of white immigrants from other parts of the world and their emergence as the dominant groups in these countries. Discussion/lessons touch on the role of these countries in the economic and political events in neighboring countries as well as the world in general.

Credit : 3 units
Hours/weeks/semester : 54 hours/18 weeks/1 semester
Prerequisites : History 1 History 60
                History 3 History 70
                History 5 History 80
                History 50

III. Course Objectives:
A. General:
To provide students with information and acquaint students with the historical background focusing on the political, economic and socio-cultural events that took place in Australia, New Zealand and Oceania.

B. Specific:
1. To make the students understand and appreciate the role of Europe particularly Great Britain in the development of these countries.
2. To equip the students with basic understanding of these countries in order to allow and encourage them to exchange ideas among themselves.

IV. Course Outline/Content:

Note: This Course Outline may be revised and adjusted as the course progresses.

A. Brief Description of Australia 1 week
   1. Geography
   2. Topography and Climate
   3. Natural Resources
B. Historical Background of Australia 2 weeks
   1. Early Settlers
   2. The Coming and Discovery of the Place by the White Settlers
   3. The Gold Rush: Its Advantages and Disadvantages
C. Australian States and Territories 2 weeks
1. New South Wales
2. Victoria
3. Queensland
4. South Australia
5. Western Australia
6. Tasmania
7. Northern Territory
8. Federal Territory

D. The Political and Economic Development of Australia
   From 1840 – 1901 1 week

E. The End of Australia’s Colonial Era
   (The Birth of a Nation in 1901) 1 week

F. Australia’s Political, Economic and Educational System
   From 1901 to the Present 1 week

G. Australian Contemporary Problems 1 week

H. Brief Description of New Zealand 1 week
   1. Geography
   2. Topography and Climate

I. New Zealand: Historical Background 2 weeks
   1. The People (The Native Settlers and the White Colonizers)
   2. The Discovery
   3. The First Random Coastal Settlements from 1839 Until End of the 18th Century
   4. The Treaty of Waitangi
   5. The Anglo-Maori War

J. Main Industries of New Zealand 1 week

K. New Zealand’s Political, Economic and Educational System 1 week

L. Contemporary Problems of New Zealand 1 week

M. Selected Countries of Oceania 3 weeks
   1. Fiji
   2. Tahiti
   3. Papua New Guinea
   4. Tonga
   5. Solomon Island
   6. Caledonia
   7. Kiribati

V. Methods and Teaching Strategies:
   A. Discussion
      1. Round Robin
      2. Numbered Heads Together (The teacher asks a question, students consult to make sure everyone knows the answer, then one student is called upon to answer.

   B. Oral Report
   C. Assessment
      1. Oral Recitation
      2. Written Examination

VI. Instructional Materials:
   A. Computer with CD-ROM
   B. TV with VCD and VHS
   C. Maps and Flags
D. Globe and World Atlas
E. Internet
F. Books and Journals

VII. Enrichment/Co-curricular Activities
A. Film Showing
B. Symposium
C. Multimedia
D. Group Dynamics
E. Peer Teaching

VIII. References:
I. Course No. and Title: History 50 – Asian Civilization

II. Course Description:
Asian civilization is a survey course of two of the most ancient civilizations, namely: China and India. Inevitably, the political developments of these two centers needed to be discussed simultaneously with their cultures. Focus is on the culture and its influences as they impinge on the various countries of Asia, notably, Japan, Korea, Vietnam, and Southeast Asia.

Credit: 3 units

Hours/weeks/semester: 54 hours/18 weeks/1 semester

Prerequisites: History 1, 3 and 5

III. Course Objectives:

A. General:
1. To introduce the students to the rich cultures of Asia, specifically China and India, that they may learn to appreciate their encompassing influence on the cultures of Asian countries.
2. To enable the students to understand the historical experiences of these two centers of Asian civilization, i.e., China and India, how they learned to grapple with the challenges of their surroundings.

B. Specific:
1. To discuss the basic philosophies of China and India that were responsible in shaping their economic and social life, system of government and politics.
2. To study what aspects of the national life of other Asian countries were influenced by China and India in perspective and practice

IV. Course Outline/Content:

Note: This Course Outline may be revised and adjusted as the course progresses.

A. Setting: Map reading and orientation of the Physical, Human and Economic resources of China. (1.5 hrs)
B. Early china; Birth Civilization, Traditions of Shang and Chou culture. (1.5 hrs)
C. Classic China: Golden Age of Chinese thought, Age of Philosophers; Confucianism, Taoism and other philosophical schools. (2 weeks)
D. Ch’in and Han Dynasties (1 week)
E. External Influences: Challenges to the Chinese System, the coming of Buddhism. (1 week)
F. Flowering of Chinese culture: T’ang and Sung: Transition to Early Modern China.
G. India: land and People (1 week)
H. Pre-Historic India: Hareppa culture and the Aryans (2 weeks)
I. Ancient and Medieval Empires, the Age of the Buddha, the Gupta Empire and the Middle Ages in the Peninsula. (2 weeks)
J. Society; Class, Family and the Individual (2 weeks)
K. Religion; Cults and Doctrines, the Vedas, Buddhism, Jainism and Hinduism (2 weeks)
L. Cultural Expansion Beyond the Sub-Continent: Entry of Islam and Spread of Indian Influences to Southeast Asia and China. (1.5 hrs)

V. Methods and Teaching Strategies:
   A. Formal lecture method
   B. Lecture-discussion techniques
   C. Group discussion/Group participation method
   D. Assigning special projects
   E. The use of audio-visual aids—maps, graphs, films
   F. Inquiry-oriented method

NOTE: Students with special needs borne out by their handicaps i.e. speaking, visual, hearing, etc., may be given paper work or relevant projects, to compensate for the usual classroom activities that they cannot effectively participate in.

VI. Instructional Materials:
   A. Maps and World Atlas
   B. Computer and the Internet
   C. Television with VCF/DVD/VHS player
   D. Books and Journals

VII. Enrichment/Co-curricular Activities
   A. Film Showing
   B. Library Research/Term Paper
   C. Project
   D. Group Dynamics
   E. Dimensional Question Approach

VIII. References:
   A. Basham, A.L. *The wonder that was India*
   D. Hyman, Kublin and Howard Anderson. *China*
   E. Kundra, D.N. *History of India*
   F. Matthews, Helen, ed. *Asia in the Modern World*
   G. Murphy, Rhoads. *East Asia: A New History*
   Rebellou, I. *Indian culture and Civilization*
I. Course No. and Title: History 60 – Western Civilization

II. Course Description:
General study of civilization focusing on the origins of today’s Western civilization in the Mediterranean Basin, a cultural region that includes parts of North Africa and the Near east as well as Europe itself. It also identifies the effects of this civilization on the overall development of world civilization; their influences on the Arts and Humanities, Philosophy, the Social Sciences and the Physical Sciences.

Credit : 3 units

Hours/weeks/semester : 54 hours/18 weeks/1 semester

Prerequisites : History 1, 3 and 5

III. Course Objectives:
A. General
   A. To provide students with a comprehensive view and better understanding of the origins of today’s Western Civilization.
   B. To acquaint the students with the effects and influence of Western Civilization on global culture.

B. Specific
   1. To enable the students to trace the development of the Greco-Roman Civilization in Asia, North Africa, and Europe.
   2. To allow and encourage students to see understand the underlying historical achievements of these people and its impact on current international events.

IV. Course Outline/Content:

Note: This Course Outline may be revised and adjusted as the course progresses.

A. Basic Historical Concept and Methodology (2 weeks)
B. Civilization of the Ancient Near East (3 weeks)
C. Greek Civilization (3 weeks)
D. The Romans (3 weeks)
E. The Roman Empire (3 weeks)
F. The Foundations of Christian Civilization (4 weeks)

V. Methods and Teaching Strategies:
A. Formal lecture method
B. Lecture-discussion techniques
C. Group discussion/Group participation method
D. Assigning special projects
E. The use of audio-visual aids-maps, graphs, films
F. Inquiry-oriented method

NOTE: Students with special needs borne out by their handicaps i.e. speaking, visual, hearing, etc., may be given paper work or relevant projects, to compensate for the usual classroom activities that they cannot effectively participate in.

VI. Instructional Materials:
A. Maps and World Atlas
B. Computer and the Internet
C. Television with VCF/DVD/VHS player
D. Books and Journals

VII. Enrichment/Co-curricular Activities
A. Film Showing
B. Library Research/Term Paper
C. Project
D. Group Dynamics
E. Dimensional Question Approach

VIII. References:
E. Jones, Tom B. From the Tigris to the Tiber: An Introduction to the Ancient History. Minneapolis, Minnesota, 1969.
I. Course No. and Title: History 70 – Philosophy of History

II. Course Description:

This course discusses the nature, object, method and value of History. It also traces the development of the Philosophy of History from the time of Herodotus to the present.

Credit: 3 units

Hours/weeks/semester: 54 hours/18 weeks/1 semester

Prerequisites: History 1, 3 and 5

III. Course Objectives:

A. General: At the end of the semester, the student shall be able to:
   1. Know the meaning of History and its relationship with other fields of knowledge.
   2. Appreciate the role of history in shaping our country’s development.
   3. Form their own philosophy of History.

B. Specific: At the end of the semester, the student shall be able to:
   1. Identify the nature, object, methods, and value of history.
   2. Trace the development of historiography from the Greco-Roman period to the present.
   3. Determine the casual and intrinsic relationship of event in History.

IV. Course Outline/Content:

Note: This Course Outline may be revised and adjusted as the course progresses.

A. Introduction 1 week
   a. The philosophy of History
   b. History’s nature, object, method and value
   c. Relationship of History and other fields of knowledge.
   d. Truth and fact in History
   e. Objectivity of History

B. Greco-Roman Historiography 2 weeks
   a. Theocratic history and myth
   b. Hellenic concept of History - Herodotus and Thucydides
   c. The Hellenistic Period
   d. Roman Historiography - Polybius, Livy, and Tacitus
   e. Character of Greco-Roman Historiography

C. The Influence of Christianity 3 weeks
   a. Characteristics of Christian Historiography
   b. Medieval Historiography
c. The Renaissance Historians
d. The Enlightenment
e. The Science of Human Nature

E. The Threshold of Scientific History 3 weeks
   a. Romanticism
   b. Herder
   c. Kant
   d. Hegel
   e. Marx
   f. Positivism

F. The Scientific History 3 weeks
   a. Oakshott
   b. Toynbee
   c. Dilthey
   d. Croce
   e. Wang Gungwu

G. Philippine Historiography 3 weeks
   a. Gregorio Zaide
   b. Teodoro Agoncillo
   c. Renato Constantino

H. History and freedom 3 weeks

I. Progress as created by Historical Thinking 3 weeks

V. Methods and Teaching Strategies:
   A. Formal lecture method
   B. Lecture-discussion techniques
   C. Group discussion/Group participation method
   D. Assigning special projects
   E. The use of audio-visual aids—maps, graphs, films
   F. Debates and role playing
   G. Inquiry-oriented method

NOTE: Students with special needs borne out by their handicaps i.e. speaking, visual, hearing, etc., may be given paper work or relevant projects, to compensate for the usual classroom activities that they cannot effectively participate in.

VI. Instructional Materials:
   A. Maps and World Atlas
   B. Computer and the Internet
   C. Television with VCF/DVD/VHS player
   D. Books and Journals

VII. Enrichment/Co-curricular Activities
   A. Film Showing
   B. Library Research/Term Paper
   C. Project
   D. Group Dynamics
   E. Dimensional Question Approach
   F. Debate
   G. Role-Playing/Dramatization
VIII. References:
H. Wineburg, Sam. *Historical thinking and other Unnatural Acts*. Philadelphia:
I. Temple University Press, 2001