Mission Statement
We are a Catholic institution of learning dedicated to advancing the
frontiers of knowledge in the theoretical and applied fields through
guaranteed graduate education that is comprehensive and responsive to
the needs of society.

We are committed to the formation of scholars and high-quality professionals who are ethical, competent, compassionate, and
committed to the service of their respective professions, the church, the
nation, and the global community.

Vision Statement
We envision a Graduate School that stands for excellence and
innovation and that is globally recognized for its distinct degree
programs and quality research outputs.

Goals and Objectives
The Graduate School commits itself to develop:
1. competent professionals who, inspired by the ideals of St.
   Antoninus of Florence, promote excellence in the production,
   advancement, and transmission of specialized knowledge and
   skills in the sciences, the arts, and community service;
2. scholarly researchers and creative thinkers who, kindled by St.
   Thomas Aquinas’ arduous zeal for truth, aspire to become fonts of
   intellectual creativity and, in their quest for quality research, are
   proficient and critical in assessing and communicating
   information in various fields that impact the professions, the
   church, the nation, and the global community;
3. professional Christian leaders who, touched by St. Dominic de
   Guzman’s apostolic zeal and warmed by Mary’s compassionate,
   articulate ethics and truth, high level of moral maturity in
   resolving issues and promoting social justice and compassion for
   the poor, and for the care environment;
4. globally engaged citizens who, ardent advocates for life, promote
   a deeper understanding of tolerance and justice as well as
   linguistic, religious, and cultural diversities as a result of
   precise evaluation of modern problems and inquiries;
5. committed scholars who, nurtured by the dogmas of Christian
   faith and values, are dedicated to the pursuit of truth through
   the promotion of an intellectual culture that values academic
   rigor and freedom of scientific investigations; and
6. lifelong learners who, empowered by St. Antoninus of Florence’s
   zeal for learning, are committed to the advancement of a higher
   culture through a continuous search for intellectual inquiries and
   new knowledge as well as faithfulness to Catholic intellectual
   traditions.

Program Intended Learning Outcomes (PILO)
Upon successful completion of the PhD in History Program, the
graduate will be able to:
1. Demonstrate expert level of theoretical understanding, reflective
   inquiry and creative application of sound methodology
   in historical writing.
2. Employ creative use of transdisciplinary approach in teaching/
   writing history.
3. Demonstrate capability to lead and uphold professional values
   concerning historical issues, problems, etc.
4. Display expertise in communicating ideas in both written and
   oral forms.
5. Synthesize knowledge derived from other social as well as
   humanistic sciences.

Doctor of Philosophy Major in History

Doctoral Program Overview
PHIL 821 - Survey of St. Thomas Aquinas
An expository course of the essential philosophical teachings of the Angelic
Doctor organized around the 24 fundamental theses of Thomism against the
background of St. Thomas Aquinas’ successful synthesis of Scholastic
Philosophy, Biblical, and Catholic Traditions and Aristotelian Method.

PHIL 822 - Philosophy of Human Person
An analytical study of contemporary Christian critique and synthesis of modern
and contemporary philosophies of man, with background of philosophies of
man from Ancient Greece, India, and China.

PHIL 823 - Philosophy of Values
A survey exposition of the moral philosophies dating back from Socrates,
Buddha, and Confucius to contemporary moral philosophies around a
reflective critique of these in the light of contemporary Catholic moral thought.

Doctoral Program Approaches in History
The course will expose the student to the different theories and approaches to
the study of history. It will cover the leading epistemological theories that had
significantly shaped the contemporary historians’ study of the past. It will
cover the following traditions, among others: historical positivism, the
Anselmian movement, post-modernism, the Marxist tradition, post colonial
perspectives, quantitative history, nationalist historiography and other
themes in contemporary historical experiences that affect the writing of history.
The discussion aims to provide the students with possible theoretical frameworks that could be used in
dissertation research and writing.

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

Doctoral Seminar
Seminar on 16th-18th Century Philippines
The 16th century marks the beginning of the historical period in the sense that
there are now written records about the Philippines. This singular event which
has the most profound consequence for the Philippines and what became the
Filipino nation was the beginnings of Spanish colonization and the Christianization
of the indigenous populations of the archipelago. The period is important as well as a look at the outburst of then
Seminar on 17th-18th Century Philippines
The 17th century is the initial period of the Philippine archipelago as it was played
out in the Japanese Occupation of the Philippines and elsewhere in Asia.
Developments in the region were influenced by this display of Japanese
imperialism. The Japanese Occupation of the Philippines will be studied beyond
the military and administrative aspects of Japanese rule, to include the impact of
the occupation in the lives of the people and the future of the Philippines
already on the road to independence. Beyond resistance (guerilla movements)
collaboration, which were two important reactions to war and occupation, the course will look at the consequences of this critical period to the
political, social, psychological, and ideological frameworks and practices of
present-Philippines and the Filipinos. Perhaps contemporary developments and our “weak” Republic can be traced to the trauma of the occupation years.

Seminar on Contemporary (Post-War) Philippines (1946-present)
The course covers the period from the end of World War II (1945) to the recent
contemporary times in the Philippines. In the light of the studies on the
previous three centuries of Philippine history under two colonial and one
conquering regimes, the thrust of the course will be developments in Philippine
society as it emerged into a full independent country with the responsibility of
running its own government without the intervention/supervision of foreign
colonial powers. The Philippines has been through some unique experiences
unprecedented and unexpected in its development as a nation. After the
massive rehabilitation and reconstruction which was necessitated by the
destruction of World War II and the Japanese Occupation, democratic institutions were restored and there was also noticeable following its eventual
conclusion of the Spanish Empire in 1898. Philippine Nationalism is traditionally dated from the
event of 1897–1898 – the Cavite Mutiny and its aftermath – but the
forces which established the modern Philippine nation were in colonial policy and practice in the Philippines, resulting in economic and social transformation with far-reaching consequences. The Philippines followed the course of nationalism and revolution set by Spanish America, culminating in the emergence of a revolutionary movement that culminated in the eventual conclusion of the Spanish Empire in 1898. Philippine Nationalism is traditionally dated from the
event of 1897–1898 – the Cavite Mutiny and its aftermath – but the
forces which established the modern Philippine nation were

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

Seminar on Philippine Commonwealth (1935-1946)
The course will cover the ten-year transition period that would ultimately end in
the Philippines’ freedom from American colonial rule. The course will cover the
transitory transition preparatory to independence was interrupted by War and the Japanese
occupation of the Philippines. Nevertheless, the foundations of the Philippine state were established in the short period available to the Commonwealth
and should be studies for their consequences on the future independent
Philippine Republic.

Seminar on the Second World War and the Japanese Occupation (1941-1945)
The outbreak of the Second World War (December 1941) and the resulting
Japanese occupation of the Philippines (1941-1945) is probably one of the
most “traumatic” periods in Philippines history in the 20th century, lasting the
Revolution from Spain and the War with the United States from 1898-1902.
This significant out of a look at the outbreak and course of the Pacific War as it was played

Seminar on Local and Oral History
In its population of nearly 80 million people, the Philippines is composed of
anumber of islands, provinces, ethnic and cultural minorities comprise the
mosaic of the Filipino nation, it is not appropriate to provide the Philippine nation by the traditional
“center” (Manila and Luzon). It is not so accurate to portray the various regions as separate
as “local” history distinct from the whole. The course emphasizes the study of history beyond the centers of authority and population in the
Philippines and will view these histories in comparative and integrative methodologies so they can be studied in the context of national history.

Seminar on the Ethnic Histories of the Philippines
The Philippines is a multi-ethnic and multicultural country composed of three
major communities – the Christian, the Bunga Moro and the cultural communities – all woven into the fabric of the nation. The histories and cultures of these communities are not just part of the Philippine national historical
anthropological past, consolidation as a community and how external
interactions and interventions affected their ways of life and the other Filipinos.
A major highlight of the course is an evaluation of their similarities and
Seminar on the History of Social Movements in the Philippines

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

Seminar on Moro History

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

Seminar on Selected Topics in Philippine History

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

Seminar on Comparative Revolution in Southeast Asia

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

Seminar on Contemporary Asia

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

Seminar on Contemporary American History

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

Seminar on Contemporary European History

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

NOTE: 0 UNITS

Any course which has a direct bearing on one's dissertation.

TERTIARY REQUIREMENTS: 0 UNITS

- Foreign Languages: (6 units) (non-credit)
- Written Comprehensive Examinations (WCE)

DWI - 6 units (Research Proposal)

DWII - 3 units (Research Colloquium)

DWIII - 3 units (Defense)