

Mission Statement

We are a Catholic institution of learning dedicated to advancing the frontiers of knowledge in the theoretical and applied fields through quality 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’ ardour for truth, aspire to become founts 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 fire and warmed by Mary’s motherly care, articulate ethics and truth, high level of moral maturity in resolving issues and promoting social justice and compassion for the poor, and care for the environment;
4. globally engaged citizens who, with ardent advocacy 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 trans-disciplinal 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

PREREQUISITE COURSES: (9 UNITS)

PHL 821 – Philosophy 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 Tradition and Aristotelian Method.

PHL 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.

PHL 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.

CORE COURSES: (6 UNITS)

Theories and 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 significant impact on the way contemporary historians study the past. It will cover the following traditions, among others: historical positivism, the Annales movement, post-modernism, the Marxist tradition, post colonial perspectives, quantitative history, nationalist historiography and other trends in contemporary times 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 is primarily a course on research methodology. It will introduce various research techniques that could be used in constructing a credible narrative that will incorporate meaningful interpretation of the data of provided historical sources. Aside from the traditional library and archival research, it will discuss quantitative approaches, surveys, oral interviews, investigative journalism, e-research and other similar techniques. Students will be encouraged to be trans-disciplinary in doing research and to be open to numerous perspectives in other social science disciplines and the humanities as well. Lastly, the course will also expose the students to the different style and form of presenting their research output.

SPECIALIZATION COURSES:

Seminar on Pre 16th Century Philippines

The long period referred to as Philippine Prehistory, covering the earliest identified human habitation to just before the 10th c. A.D. is a dynamic area of study in terms of what has been done and what is emerging from ongoing studies. Focusing on the most recent available data from data from field surveys and excavations in archaeology, the seminar will likewise include the current issues and concerns in the study of Philippine prehistory. A comparative

perspective would be utilized to reflect how the prehistory of the Philippines relates to studies in Southeast Asia, China and the Pacific Area.

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 had a tremendous consequence for the Philippines and what became the Filipino nation was the beginnings of the Spanish colonization and the Christianization of the indigenous populations of the archipelago. The period is important because it witnessed the establishment of institutions – political and administrative, religious, economic, social, intellectual and aesthetic – which became the foundations of the modern Philippines. The adoption and adaptation of foreign institutions to the Philippine setting and the role played by the Filipinos during this period will be the conceptual framework used in this course. There should be particular attention given to developments in the 17th and 18th centuries – the so-called “formative years” and the transition “from indio to Filipino” – which are forgotten centuries of Philippine history. Likewise, the course will also look into hitherto neglected areas of study which would situate the Philippines in the larger world of Spanish Empire (Madrid/Mexico) and Southeast Asia, areas which had hitherto not been given much attention. Finally, it is important that the historical development of this period include also the marginal areas or the periphery which are the traditional homes of the Muslims (Moros) and upland peoples (Igorrotes).

Seminar on 19th Century Philippines–Nationalism & Revolution

The 19th century was a very significant period in Philippine history, as it was for the rest of the countries which came under colonial rule. The seemingly stagnant state of affairs in the Philippines changed with the breaking down of Spanish monopolistic policies which resulted in economic and administrative reforms which brought about significant changes in colonial policy and practice in the Philippines, resulting in economic and social transformation with far reaching consequences. The Philippines followed the course of course of nationalism and revolution set by Spanish America, culminating in the explosion of the Revolution against Spain in 1896, and the eventual dissolution of the Spanish Empire in 1898. Philippine Nationalism is traditionally dated from the event of 1872 – the Cavite Mutiny and its aftermath – but the forces which were at work since the middle of the 18th century after the brief British Occupation of Manila were contributing factors in the final separation of the Philippines from the Spanish Empire. The course will thus look at the ideological and philosophical underpinnings of the nationalist movement and the consequent outbreak of the Revolution in 1896. The revolutionary changes in political and economic structures (among other things) were critical to the shaping of contemporary Philippine society.

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 establishment of civil government in 1902. The discussion focuses on the military strategies that two protagonists employed to ensure victory. In their 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 America 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 military government in the Philippines.

Seminar on the Philippine Commonwealth (1935–1946)

The course will cover the ten-year transition period that would ultimately end in the recognition of Philippine independence in 1946. The ten-year transition preparatory to independence was interrupted by War and the Japanese occupation of the Philippines. Nevertheless, the foundations of the Philippine state were established even 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 (in December 1941) and the resulting Japanese Occupation of the Philippines (1942–1945) is probably one of the most “traumatic” periods in Philippines history in the 20th century, barring the Revolution from Spain and the War with the United States from 1896–1902. The course will look at outbreak and course of the Pacific War 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 studies 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) and collaboration, which were two most 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 (1946) 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 offering 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 had been routinely following its course when martial law was declared in 1972 on the pretext of a national emergency. The long rule of an authoritarian regime was broken by a “People Power Revolution,” unprecedented in the world. The course will look at the consequences and implications of “People Power,” and what it has brought to the people. The course should be reflective of the lessons in history that should guide the future generations of Filipinos in leading the country through the 21st century.

Seminar on Local and Oral History

In an archipelagic country where numerous islands, provinces, ethnic and cultural communities comprise the mosaic of the Filipino nation, it is not appropriate to view the Philippine national history from the traditional “center” (Manila and Luzon). It is not also accurate to portray the various regions or provinces as separate “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 situated in the context of national history.

Seminar on the Ethnic Histories of the Philippines

The Philippines is a multi-cultural and multi-ethnic country composed of three major communities – the Christian, the Bangsa Moro and the cultural communities – all woven into the fabric of the nation. The histories and cultures of these various groups are the focus of the course, surveying their 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

differences/distinctiveness that contributed to the multifaceted identity of the Philippines and the Filipinos.

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 Filipinos’ 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 Confradia 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, dramatizes a gargantuan attempt 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” campaign such as the Christian Democratic Movement and various moral recovery programs, will also be tackled. Through the lectures and seminar presentation, the carious 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 pacifist 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 nations 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 Bangsa 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/colonialism 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.

COGNATE: (6 UNITS)

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

TERMINAL REQUIREMENTS: (9 UNITS)

Foreign Languages: (6 units) (non-credit)
Written Comprehensive Examinations (WCE)
DW I – 6 units (Research Proposal)
DW II – 3 units (Research Colloquium)
DW III – 3 units (Defense)

**UST Graduate School Administration
Officials and Faculty Set-up**

MARILU R. MADRUNIO, Ph.D.
Dean

FR. JOSÉ ANTONIO E. AUREADA, O.P., S.Th.D.
Regent

ALEJANDRO S. BERNARDO, Ph.D.
Faculty Secretary

GRECEBIO JONATHAN D. ALEJANDRO, Dr.rer.nat.
Director for Graduate Research

AUGUSTO V. DE VIANA, Ph.D.
Program Lead, History

PROFESSORIAL STAFF
Cornelio R. Bascara, Ph.D.
Augusto V. de Viana, Ph.D.
Fr. Rolando V. Dela Rosa, OP, Ph.D.
Antonio C. Hila, Ph.D.
Archie B. Resos, Ph.D.
Jose Victor Z. Torres, Ph.D.



University of Santo Tomas
THE CATHOLIC UNIVERSITY OF THE PHILIPPINES
MANILA, PHILIPPINES
The Graduate School

DOCTOR OF PHILOSOPHY MAJOR IN

HISTORY

AY 2014 - 2017