



MABALACAT CITY COLLEGE

INSTITUTE OF ARTS AND SCIENCES

First Semester A.Y. 2023-2024

Outcome-Based Teaching and Learning Plan and Module Guide for *(Philippine Economic History-HISTM18)*



VISION: Mabalacat City College envisions itself to be the top choice in the community it serves for quality education and training by 2025.

MISSION: The Mission of Mabalacat City College is to meet the needs of its community as a center for learning aiming for open admission policy.

COURSE DESCRIPTION:

This course is designed to present a general survey of the Philippine Economic History. This covers the pre-colonial period, the Spanish period, American Period, Japanese Period, and Contemporary Period. Specific events in each period will be tackled as well as key personalities, movements, and turning points.

PROGRAM INTENDED LEARNING OUTCOMES (PILO) (BASED ON CMO):

1. Demonstrate an understanding of history as a social science/humanistic discipline;
2. Demonstrate a general knowledge of Philippine history;
3. Demonstrate a general knowledge of Asian and world history;
4. Identify the primary and secondary sources necessary for the study of a specific research problem;
5. Locate appropriate sources and demonstrate familiarity with standard citation format;
6. Analyze historical data from multiple viewpoints;
7. Complete a research paper using sound historical methodology;
8. Recognize other scholars' works and exhibit openness to peer review;
9. Acquire a reading knowledge of a language necessary for research;
10. Recognize the relevance of the study of the past to contemporary issues and concerns; and
11. Relate the role of history in asserting national identity.





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PRE-REQUISITE: None

NUMBER OF UNITS: 3 Units Lecture

LEARNING OUTCOMES:

1. Summarize the Economic History of the Philippines from the pre-colonial period to the contemporary period.
2. Comprehend the important ideas, terminologies, periods, and interpretations of events and narratives about the economic history of the Philippines.
3. To relate and compare the economic activities of the Philippines in the past to the contemporary world.

COURSE OUTLINE

Week	Topic	Learning Materials (with references following OER plagiarism and IPR policies)	Intended Learning Outcomes (ILO)	Assessment Tasks (Requirements with schedule or time allotment)	Sustainable Development Goals (SDG) Coherence
GLOBAL AND NATIONAL KNOWLEDGE					
1	Class Orientation <ul style="list-style-type: none"> • School and classroom policies • Regulations • Course requirements 	Suggested Reading/Reference: Mabalacat City College Student Manual	Introduce self to classmates and teachers. List expectations for the course.	Students will be asked to restate what they have understood and what they do not understand from the discussion by providing guide questions.	SDG 4 (Quality Education)





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	<ul style="list-style-type: none">• Grading system• Vision, Mission, Goals and Objectives		Recall course rules. Restate their commitment to the demands of the course by asserting their agreement or expressing their queries for further understanding and clarification.	Students' responses will be posted on MS Teams chat or MS Forms where the pertinent materials or documents are posted.	
2-3	Pre-Colonial The Age of Commerce	Corpuz, Onofre D. "An economic history of the Philippines." (1997). Whaples, Robert M., and Randall E. Parker, eds. <i>The Routledge Handbook of Modern Economic History</i> . Routledge, 2013.	Describe the economic activity of the Philippines during the pre-colonial period. Understand the Philippine economy, its early foundation, and how it evolved over time.	Students will be asked to make a reflection paper on how much the economic systems have changed over time.	SDG 4 (Quality Education) SDG 16 (Peace, Justice, and Strong Institutions)





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4-6	<p>Spanish</p> <p>Philippine Economy in the Early Spanish Period</p> <p>Philippine Economy in 19th Century</p>	<p>Corpuz, Onofre D. "An economic history of the Philippines." (1997).</p> <p>Diaz-Trechuelo, Maria Lourdes. "The economic development of the Philippines in the second half of the eighteenth century." <i>Philippine Studies</i> 11, no. 2 (1963): 195-231.</p>	<p>Explain the reorganization of native economic life to Spanish economic institutions.</p> <p>Identify the economic systems imposed on the Filipinos, and how these became abusive to the masses</p>	<p>Students will be asked to list economic institutions/activities implemented by the Spaniards, then they must state whether these institutions benefited the Filipinos or not.</p>	<p>SDG 4 (Quality Education)</p> <p>SDG 16 (Peace, Justice, and Strong Institutions)</p>
7-8	<p>American</p> <p>Philippine Economy and the United States</p> <p>Philippine Economy during the Commonwealth Period</p>	<p>Hayase, Shinzo. "American Colonial Policy and the Japanese Abaca Industry in Davao, 1898-1941." <i>Philippine Studies</i> (1985): 505-517.</p> <p>Gopinath, Aruna. "President Manuel Quezon and Economic Protectionism, 1935-41." <i>Philippine Studies</i> (1986): 129-145.</p>	<p>Describe the real economic relationship between the Philippines and the United States in terms of economic activities occurred during the American</p>	<p>Students will be asked to list economic institutions / activities implemented by the Americans, then they must state whether this institution benefited the Filipinos or not.</p>	<p>SDG 4 (Quality Education)</p> <p>SDG 16 (Peace, Justice, and Strong Institutions)</p> <p>SDG 17 (Partnerships)</p>





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			<p>colonialism in the Philippines.</p> <p>Explain how Economic Protectionism during the Commonwealth period become an advantage or disadvantage to the Philippine Economy.</p>		to Achieve the Goal)
MIDTERM EXAM					
10-12	<p>Japanese</p> <p>The economy during the Japanese Occupation</p>	<p>Sicat, Gerardo P. "The Philippine economy during the Japanese occupation, 1941–1945." In <i>Economies under Occupation</i>, pp. 205-218. Routledge, 2015.</p>	<p>Describe the real economic relationship between the Philippines and Japan in terms of economic activities that occurred during Japanese</p>	<p>Students will be asked to list economic institutions/activities implemented by the Japanese, then they must state whether these institutions benefited the Filipinos or not.</p>	<p>SDG 4 (Quality Education)</p> <p>SDG 16 (Peace, Justice, and Strong Institutions)</p>





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			<p>colonialism in the Philippines.</p> <p>Explain how Economic programs during the Japanese occupation become an advantage or disadvantage to the Philippine Economy</p>		
LOCAL KNOWLEDGE					
13-15	<p>Contemporary</p> <p>Philippine Economy during Postwar and Rehabilitation Period</p>	<p>Takagi, Yusuke. "The "Filipino First" policy and the Central Bank, 1958-1961: Island of state strength and economic decolonization." <i>Philippine Studies: Historical and Ethnographic Viewpoints</i> 62, no. 2 (2014): 233-261.</p>	<p>Familiarize with the economic issues in the contemporary period in the Philippines.</p> <p>Understand the Filipino First policy and its effects in the Philippines.</p>	<p>Students will be asked to compare the Philippine economy before and after the war.</p>	<p>SDG 4 (Quality Education)</p> <p>SDG 16 (Peace, Justice, and Strong Institutions)</p> <p>SDG 17 (Partnerships)</p>





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					to Achieve the Goal)
16-17	Current Economic State: Marcos Admin	<p>Hofilena, Chay. "[Analysis] after a Year under Marcos, Is Ph Economy Grinding to a Halt?" RAPPLER, August 11, 2023. https://www.rappler.com/voices/thought-leaders/analysis-is-philippine-economy-grinding-halt-year-under-marcos-jr-administration-2023/.</p> <p>Yu, Lance Spencer. "Inflation Falls Further to 4.7% in July 2023." RAPPLER, August 7, 2023. https://www.rappler.com/business/inflation-rate-philippines-july-2023/.</p>	<p>Assess the current economic status of the Philippines.</p> <p>Understand the underlying factors behind the rise and fall of inflation in the Philippines.</p> <p>Pinpoint the similarities and differences in economic activities of the current administration to a certain period in Philippine History.</p>	<p>Students will be asked to write a short research paper regarding the current economic state of the Philippines and the proposed/implemented activities of the present administration. They also have to include their own opinion on whether the implemented project will be helpful to reach economic growth.</p>	<p>SDG 4 (Quality Education)</p> <p>SDG 8 (Decent Work and Economic Growth)</p> <p>SDG 16 (Peace, Justice, and)</p> <p>SDG 17 (Partnerships to Achieve the Goal) Strong Institutions)</p>
FINAL EXAM/ OUTPUT					





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SUMMARY OF REVISIONS:

Revision	Date	Updated by	Short Description of Changes
1.0	August 22, 2023	Ryana Leigh D. Clemente Instructor	<i>Created the 1st OBE version based on the CMO 74-82, s. 2017 Inclusion of Sustainable Development Goals Statement (August 2023)</i>

GENERAL GUIDELINES AND POLICIES:

As the College currently follows Hybrid Delivery of Learning on its instruction, the following general guidelines and policies are set by the School to be followed by the faculty-in-charge and the students of the course.

Attendance

Checking of attendance during face-to-face classes is a requirement and will be strictly observed.

Academic Integrity

Observance of the outmost academic integrity shall be observed by the students of the course. Plagiarism, cheating, and other forms of academic dishonesty shall not be tolerated by the faculty-in-charge nor the Institute.

Accomplishment of Requirements

All requirements given by the instructor/faculty-in-charge of the course to the students shall be called/referred to/addressed as "work output". Each work output must be accomplished by the students until the schedule set by the instructor/faculty-in-charge. Final student's





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output must also be accomplished by the schedule set by the instructor of the course.

Line of Communication

The course's official line of communication shall be through the following:

- a. MS Teams
- b. MS Outlook (@mcc.edu.ph)
- c. FB Messenger official group chat

The outmost respect and courtesy must be observed by students in communicating to their instructor/faculty-in-charge of the course and to their classmates and vice versa. Any form of disrespectful and discourteous way of communication shall not be tolerated by the school.

Instructional Materials (IMs)

Working students may avail of the modular type of teaching. MS Teams on-line platform may be utilized by the instructor/faculty-in-charge of the course to the students – adapting the flexible learning scheme.

Grading System:

The course's grading system shall adhere to the sum computation of 60% Class Standing, i.e., the equivalent grade of the average score of classwork, class participation, attendance and 40% Major Examinations, i.e., the equivalent grade of the midterm/final examination score given by the instructor/faculty-in-charge of the course.





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Class standing (60%)	Classwork	30%
	Class Participation (Includes Recitation and Participation in the Discussion Forum)	20%
	Attendance	10%
Major Examination (40%)	Midterm/Finals	40%
Total		100%

$$\text{Subject Grade} = \frac{\text{Midterm Grade} + \text{Final Grade}}{2}$$

References:

Corpuz, Onofre D. "An economic history of the Philippines." (1997).

Diaz-Trechuelo, Maria Lourdes. "The economic development of the Philippines in the second half of the eighteenth century." *Philippine Studies* 11, no. 2 (1963): 195-231.

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Yu, Lance Spencer. "Inflation Falls Further to 4.7% in July 2023." RAPPLER, August 7, 2023. <https://www.rappler.com/business/inflation-rate-philippines-july-2023/>.

Whaples, Robert M., and Randall E. Parker, eds. *The Routledge Handbook of Modern Economic History*. Routledge, 2013.

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