



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and
Social Sciences**

SCHOOL OF HUMANITIES AND LANGUAGES

ARTS3214

Predicaments in Modern Philippine History

Session 2, 2013

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COURSE STAFF

Convenor Details:

Name: Associate Professor Mina Roces

Room: Morven Brown Room 359

Phone: 9385-2348

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Consultation Times: Mondays and Wednesdays 10-11am

COURSE DETAILS, SUMMARY AND AIMS: 6 UOC

This course is an advanced subject on Philippine history. It aims to mentor students through the process of conceptualizing, researching, analyzing, presenting, and writing an original piece of research based on primary sources on a topic in modern Philippine history. The seminar is structured into two parts: part (1) is a discussion of set readings on particularly historical periods and part (2) is a ‘workshop’ designed to mentor students through the process of research and writing their original research projects. Working from the premise that this will be the first time students have the opportunity to work intensively and independently on an original topic the workshop segment of the course will cover the important stages in the research and writing of a major original piece of scholarship from: making a bibliography, defending the bibliography in class, writing a literature review or ‘state of the field’ essay on the existing scholarship, analyzing the sources, finding a perspective, and writing an argument. Through oral presentations—conference style—students have the opportunity to articulate their arguments and communicate their results/ or present their analysis and receive feedback from the tutor and their peers.

The aims of this course are:

*To develop the skills of researching and writing an original research project using primary sources

*To develop skills in working out a research topic, compiling a comprehensive bibliography and engaging with the scholarship in the field

*To investigate and critically reflect on the scholarship in Philippine history

STUDENT LEARNING OUTCOMES

At the completion of this course students will be able to:

- (1) complete an original research project that culminates in an original, primary-source based research essay that makes a modest contribution to the scholarship in Philippine history
- (2) write a ‘state of the field’ review of the scholarship and show how their own original project modifies, challenges or builds the existing academic literature on their topic.
- (3) Present a conference paper in class summarizing the research question, their argument and evidence
- (4) Conduct advanced research using primary documents

GRADUATE ATTRIBUTES

1. to obtain specialized knowledge in one Asian country (in this case the Philippines)

2. a capacity to engage in and appreciate the value of reasoned and open-minded discussion and debate
3. effective oral and written communication skills
4. the capacity for critical analysis of scholarship, writing and sources on and about the Philippine
5. An ability to understand and explain Philippine perspectives on the world
6. An understanding of the tools and methods used in the history, including an awareness of the ways in which an interdisciplinary approach enhances the study of the Philippines

These Graduate Attributes will be developed through several types of assessment tasks. (See section on assessments below.)

LEARNING AND TEACHING RATIONALE

My teaching philosophy is to make students enthusiastic about the subject matter and equip them with the skills to then research and learn on their own. It is important that students learn the skills of critical analysis and develop a questioning mind when they approach primary and secondary sources. The two new ways of thinking that I want students to learn are:

1. to move away from Western perspectives in understanding Asian societies, and
2. to grow their ability to critique Asian societies and Asian history.

I place the development of autonomy at the centre of my efforts to develop Asian literacy in the classroom. Autonomy is achieved when students are given a co-authorial voice empowering them in their own learning. In Philippine History (ARTS3214) each student is mentored in his/her own original research project. Through original, individual projects presented in class—conference style--students move from awareness to understanding (as critical thinker)-to autonomy (as scholar).

I will work with the assumption that this is the first opportunity (in third year) students will have to complete an original research project using primary sources. The assessments and the workshop topics are designed to mentor students through this first experience of completing an original research project. (See Teaching Strategies below)

One of my teaching aims is to make students become more ‘Asia-literate’; in this case ‘Philippine-literate’ by the time they complete their assessments. They become autonomous scholars since ideally they should develop more research expertise than I have (although I am a Philippine specialist) in their particular research topic of choice. This is the challenge I want to present to all students enrolling in this subject.

TEACHING STRATEGIES

The course is designed to challenge students but also to work through the step by step process of completing an original piece of research that engages critically with the scholarship on the topic. The first part of the seminar will be a class discussion on important periods in Philippine history. Each seminar will begin with the convenor’s overview of the state of the field in that particular field of Philippine history and the historical context that is the background for the

topic of the day. The first hour of the seminar will be devoted to the discussion of the readings for each week.

The second half of the seminar will be a workshop that will mentor students through the completion of their research project stage by stage. The first workshop will be about finding a topic. Once the topic is confirmed with the Course Convenor students will be asked to compile a bibliography that they will submit and defend in class during the workshop. The next couple of workshops help students summarize the scholarship on their topic in order to prepare them to do the next piece of major assessment which is a 'state of the field' 2000 word essay that summarizes the literature (it is a literature review in practice) and engages with the scholarship showing how the student will challenge, modify, critique and contribute to the existing knowledge on the topic through their analysis of a particular cohort of primary sources. Other workshop topics include: how to critique sources, and how to find an angle and interpretation.

The last four seminars of the course will be devoted to seminar presentations conference style. Each student will have 15-20 minutes to present their findings/argument/analysis to the class and get feedback from the tutor and their peers. In order to give students full autonomy here, there will be a seminar program each week and students will chair sessions (this will give them experience also in chairing academic discussions). If each student is assigned 30 minutes per presentation they have the benefit of a 15-20 minute presentation and feedback of ten minutes per paper. We will encourage shorter presentations of 15 minutes so that they can have maximum time for class discussion on their individual work.

The Research Essay worth 50% that will be the major piece of assessment for this course. It will be due the Friday of week 13, on November 1, 2013. There is no seminar on Week13 (since we would have met for the full 12 weeks) so students can use that last week to complete their essay. Remember that since students have already written the state of the field essay and received feedback on it from their tutor, they would have already completed 1/3 of their research essay in week 6 (mid-point in the semester). The rest of the essay will be their analysis of the primary sources which they can most certainly complete in the last half of the course.

MOODLE

This course will have a Moodle presence check the website: <http://telt.unsw.edu.au/> .

COURSE SCHEDULE

Seminar: Thursdays 9-12 in Mathews 104.

The meetings will be divided into a section for discussion of the weekly readings and a workshop for the research project.

From week 8-12 we will have conference presentations of students' research projects.

Seminar and Workshop Schedule

Week 1: Thursday 1 August

Introduction. Finding a Research Topic. Primary Sources Available

Week 2: 6 August

Discussion Topic: Historiography: Orientalism in Philippine Historiography and *Pantayong Pananaw* (Indigenous Perspectives)

Workshop: Finding a Research Topic, Framing Research Questions

Week 3: 15 August

Discussion Topic: Philippine Christianity

Workshop: Confirming your Research Topic

Week 4: 22 August

Discussion: Jose Rizal

Workshop: Defend your Bibliography.

Students Divided into two groups for next week's workshop

Bibliographic Assignment due Thursday August 22, 2013

Week 5: 29 August

Discussion: The Filipino-American War and the American Colonial Empire in the Philippines

Workshop: State of the Field Roundtable Discussion Part 1

Week 6:

Seminar: 5 September

Discussion: The Japanese Occupation of the Philippines

Workshop: State of the Field Roundtable Discussion Part 2

State of the Field Essay Due: Monday 9 September

Week 7: 12 September

Discussion: Martial Law and the People Power Revolution

Workshop: Researching Primary Sources---Discuss the research plan for primary sources. What am I looking for? Sources and their Biases/how to critique Sources

Everyone should have read some of their primary sources and be prepared to report on what they have discovered so far. Students Divided into two groups for the next two week's workshops on Angles, Arguments and Interpretation

Week 8: 19 September

Discussion: Migration

Workshop: What did I find so far? Looking for an Angle/Argument and Interpretation: Part 1 and How to give a Conference presentation.

Week 9: 26 September

Discussion: Filipina/o American Studies

Workshop: Looking for an Angle/Argument and Interpretation: Part 2
Conference Presentations Begin

Mid-Semester Break 30 September -4 October**Week 10: 10 October**

Conference Presentations

Week 11: 17 October

Conference Presentations

Week 12: 24 October

Conference Presentations

Week 13: No Seminar, Major Essay Due on Friday, November 1, 2013, 4pm**OPTIONAL ACTIVITIES**

(1) Fiesta Kultura excursion. Monday October 7, 2013 (Labour Day weekend) at Fairfield Showground, Smithfield Road, Prairiewood, NSW Australia
Tickets. Prepaid \$15. Box Office \$20.

(2) Publication of the Best Essays in *Bayanihan News* Filipino Ethnic Newspaper

(3) Attend Mina Roces' seminar presentation to the School of Humanities Seminar Series Tuesday September 10, 2013 12:30-1:45pm (MB310). The presentation is on my current research project on a history of Filipino Migration and Identity Over the Long Twentieth Century. Title of Talk: "A Space in Social Memory: Filipino Migrants as Community Historians 1906-2010".

COURSE EVALUATION AND DEVELOPMENT

This is the first time this course will be taught. Feedback will be gathered at the end of semester.

In 2012, Mina Roces was the winner of the FASS Dean's Award for Teaching Excellence. Course evaluations formed part of the portfolio of evidence in support of the nomination.

REFERENCES

Weekly Readings:

The library has digitised the readings and the links are in the weekly reading list below.

ASSESSMENT

Bibliography	5%
Class participation	10%
State of the Field Essay	20%
Conference Paper presentation	15%
Original Research Essay	50%

Bibliography

Since students have to do their own original research projects, the first step they need to learn is how to compile a bibliography of the major works of scholarship on their topic (secondary sources) as well identifying and locating the primary sources that will give them the data for their research question. Students will be required to defend their bibliography orally in class in week 4 when this assessment is submitted. The Course Convenor will mark the assessment and provide some additional recommendations as required. This assessment is due on the Thursday of Week 4.

State of the Field Essay

The next step after identifying a research question, and compiling a bibliography is to read the major scholarship on the topic and write a literature review (200 words). Students need to review the 'state of the field' on their topic and show how their own research project engages with the existing scholarship (for example how does it challenge, modify or contribute to the existing literature). This assessment is due Monday, September 9, 2013.

Conference Paper Presentation

Just like Asian studies scholars and History scholars, students will have the opportunity to present the results of their research and get feedback from their peers as well as the course Convenor through a 15-20 minute oral presentation. The last few weeks of the course will be run like academic conferences (complete with students serving as chairs). This will allow students to get feedback on their arguments, interpretation and analyses before they write their final drafts of their essays.

Original Research Essay

This is the main assessment for this subject. The essay is meant to be an original research essay based on primary sources. It is the student's first experience of working on an original research project and should serve as a mini-thesis for those intending to do honours. The workshop and

other assessment tasks take students through this process step by step. After the conference presentations students will have the feedback they need to write the final version of the essay that will be due on Friday November 1, 2013 (week 13).

Class Participation

In addition to the research project that is the highlight of this course, students need to do weekly readings and discuss them in class for about 8 weeks. Each week students will receive a participation mark based on their contribution to the discussion. The readings and discussion are there to provide the broad historical context for their main research projects and will cover major periods in modern Philippine history.

Assignment Submission

- The cut off time for all assignment submissions in the School is **4pm** of the stated due date.
- 2 assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy
- All hard copy assessments should be posted into the **Assignment Drop Boxes at the School of Humanities and Languages, outside the front counter located in the second floor of the Morven Brown Building by 4pm** on the due date. A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages due to assignments not being stapled properly.
- In addition, a soft copy must be sent by 4pm on the due date by email to Moodle, Turnitin.
- Students should submit a self-addressed stamp envelope so that the Course Convenor can mail marked essays (and the comments) back to the student.

Assignment Collection

Assignments should be collected from your lecturer/tutor and must be collected by the owner/author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students require their assignment to be posted back to their home address.

Assignment Extensions

A student may apply to the Lecturer for an extension to the submission date of an assignment. Requests for extension must be made on the appropriate form and before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

Late Submission of Assignments

Assignments submitted after the due or extended date will incur a penalty.

1 day late: 5% of the essay mark

2-20 days late: an additional % point for EVERY DAY LATE

21 or more days: Essay not accepted.

If an essay or assignment is more than 21 days late, the School may recommend to the Faculty that the student concerned be given the end-of-session assessment UF (Unsatisfactory Fail).

DAYS LATE INCLUDE SATURDAYS and SUNDAYS.

ATTENDANCE

To successfully complete this unit you are required to attend minimum 80% of classes. If this requirement is not met you will fail the unit. The Tutor will keep attendance records.

SEMINAR CONTENT TOPICS, READINGS AND WORKSHOP TOPICS

Week 1: Introduction

Reading: Paul Rodell, *Culture and Customs of the Philippines*, (Westport Connecticut: Greenwood Press, 2002), pp. 1-28.

Link to follow (or else pdf file uploaded in Moodle). Book ordered check catalogue.

Dip into this reading each week before you read the other resources. This chapter does a quick general overview of modern Philippine history that will give you some background for the other readings.

Week 2: Historiography: Orientalism in Philippine History and the Pantayong Pananaw Perspective

Reynaldo Ileto, "Orientalism and the Study of Philippine Politics", in Reynaldo Ileto, *Knowing America's Colony: A Hundred Years from the Philippine War*, (Honolulu: The University of Hawaii Center for Philippine Studies, 1999, pp. 41-65.

959.9031/11

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104290](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104290)

Portia Reyes, "Fighting Over a Nation: Theorizing a Philippine Historiography", *Postcolonial Studies*, Vol 11, Issue 3, 2008, pp. 241-258.

Online source (type the author's name in the library searchbase under Searchfirst)

Week 3: Philippine Christianity

Readings:

Spanish rule, Christianization and Philippine Catholicism in history

John Phelan, *The Hispanization of the Philippines: Spanish Aims and Filipino Responses 1565-1700*, (Madison Wisconsin: The University of Wisconsin Press, 1959), pp. 72-89.

959.902/9

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104367](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104367)

Julius Bautista, Julius J. Bautista, *Figuring Catholicism An Ethnohistory of the Santo Niño de Cebu*, (Quezon City: Ateneo de Manila University Press, 2010), pp. 19-46.

282.599/3

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104368](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104368)

Week 4: Jose Rizal and Philippine nationalism against Spanish Rule

Jose Rizal, *El Filibusterismo*, (Quezon City: Giraffe Books, 1997), pp.

S863.5/RIZ/1D, Conclusion, pp. 292-301 (please check that these pages are the conclusion in your copy).

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104369](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104369)

Raquel Reyes, *Love, Passion and Patriotism: Sexuality and the Philippine Propaganda Movement 1882-1892*, (Singapore, NUS press, 2008), pp. 154-197
306.709599/2

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104370](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104370)

Raul J. Bonoan, "Jose Rizal: Revolution of the Mind, in Lorna Kalaw-Tirol (ed.), *The World of 1896*, (Makati City: The Bookmark, Inc., 1998), pp. 213-255.
959.902/42

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104292](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104292)

Week 5: The Filipino American War and the American Colonial Empire in the Philippines

Reynaldo C. Ileto, "The Philippine-American War: Friendship and Forgetting", in Angel Velasco Shaw and Luis H. Francia, *Vestiges of War The Philippine-American War and the Aftermath of an Imperial Dream 1899-1999*, (New York: New York University Press, 2002), pp. 3-21.
959.9031/13

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104293](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104293)

Warwick Anderson, *Colonial Pathologies, American Tropical Medicine, Race, and Hygiene in the Philippines*, (Quezon City: Ateneo de Manila University Press, 2007), pp. 1-11.
616.9883/48
EBOOK ORDERED. Link Forthcoming

Julian Go, "Introduction: Global Perspectives on the U.S. Colonial State in the Philippines", in Julian Go and Anne L. Foster (Eds.), *The American Colonial State in the Philippines Global Perspectives*, (Manila: Anvil Publishing, 2005), (will do a small historiographical section, pp. 11-27).
S959.903/24

Ebook available: <http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://www.unsw.eblib.com.wwwproxy0.library.unsw.edu.au/patron/FullRecord.aspx?p=1167936>

Week 6: Japanese Occupation

Readings: All primary sources

Lourdes R. Montinola, *Breaking the Silence: A War Memoir*, (Quezon City: The University of the Philippines Press, 2005), pp. 73-82. “Kublai Khan”
S959.9035/10

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104371](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104371)

Maria Rosa Henson, *Comfort Woman Child of Destiny* ONLINE Access available, pp. 59-77.

Maria Paz Zamora de Mascuñana (translated by Carlos Quirino), “A Housewife’s Dairy of the War”, in Alfredo Roces (ed.) *Filipino Heritage, the Making of a Nation*, (Manila: Lahing Pilipino Publishing, 1978), Volume 10, pp. 2689-2693.
Filipino Heritage SREF959.9/10 (10)

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104288](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104288)

Felicidad Zafra-Reyes, “Growing Up”, Diary of the recapture of Manila in 1945, in Alfredo Roces (ed.) *Filipino Heritage, the Making of a Nation*, (Manila: Lahing Pilipino Publishing, 1978), Volume 10, pp. 2694-2701,
Filipino Heritage SREF959.9/10 (10)

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104289](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104289)

Alfredo Roces, *Looking for Liling: A Family History of World War II Martyr Rafael R. Roces Jr.* (Pasig City: Anvil Publishing, 2000), pp. 239-255.
959.9035/9

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104372](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104372)

Week 7: Martial Law up to PP revolution

Susan F. Quimpo, Nathan Gilbert Quimpo, Nathan Ryan Quimpo, *Subversive Lives*, (Manila: Anvil Publishing, 2012), pp. 157-163.
959.9046/35

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104373](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104373)

Reynaldo Iletto, “The Unfinished Revolution in Philippine History”, in Reynaldo Clemeña Iletto, *Filipinos and Their Revolution: Event, Discourse, and Historiography*, (Quezon City: Ateneo de Manila University Press, 1998), pp. 177-201.
S959.9027/8

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104374](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104374)

[earch&vl\(freeText0\)=UNSW_DigiTool104295](#)

Week 8: Migration

Pei-Chia Lan, *Global Cinderellas Migrant Domestic and Newly Rich Employers in Taiwan*, (Durham: Duke University Press, 2006), chapter 5 “Cinderella with a Mobile Phone”, pp. 160-198.

331.48164046/13

There is an electronic copy of this book so students should be able to read the relevant chapter in the library website.

Or try: <http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://site.ebrary.com/lib/unsw/docDetail.action?docID=10217221>

Stephen McKay and Don Eliseo Lucero-Prisno III, “Masculinities Afloat: Filipino Seafarers and the Situational Performance of Manhood”, in Michele Ford and Lenore Lyons (eds.), *Men and Masculinities in Southeast Asia*, (London: Routledge, 2012), pp. 20-37.

305.310954/4

Ebook available: <http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://www.unsw.eblib.com.wwwproxy0.library.unsw.edu.au/patron/FullRecord.aspx?p=1046979>

Week 9: Filipina/o American Studies

Carlos Bulosan, *America is in the Heart: A Personal History*, (Seattle: The University of Washington Press, 1973 c. 1946), pp. 143-160.

818.5/BUL/1

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104374](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104374)

Philip Vera Cruz, *A Personal History of Filipino Immigrants and the Farmworkers Movement*, (Seattle: University of Washington Press, 2000), pp. 52-86.

331.8813/10

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104376](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104376)

Linda España-Maram, *Creating Masculinity in Los Angeles' Little Manila Working-Class Filipinos and Popular Culture, 1920s-1950s*, (New York: Columbia University Press, 2006), pp. 105-133

305.3889921/1

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_DigiTool104377](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_DigiTool104377)

Dawn Bohulano Mabalon, “Beauty Queens, Bomber Pilots, and Basketball Players: Second-Generation Filipina Americans in Stockton, California, 1930s to 1950s”, in Melinda L. de Jesús, *Pinay Power Peminist Critical Theory, Theorizing the Filipina/American Experience*, (New York: Routledge, 2005), pp. 117-133.

Ebook available: <http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://www.unsw.eblib.com.wwwproxy0.library.unsw.edu.au/patron/FullRecord.aspx?p=214868>

PRIMARY SOURCES AVAILABLE AT The UNSW LIBRARY

***This is just a taste of what is available, there is more but this would depend on your topic so we can investigate more.**

This will give you an idea of what sorts of topics you could do. But there are many more. This is just a taste of what sources we have for certain broad topics.

I will advise students on their primary sources during the workshops and on individual consultations if necessary.

Starting Reference : before you do a topic read the relevant little section in Roces, Alfredo (ed.), *Filipino Heritage The Making of a Nation*, (Manila: Lahing Pilipino 1977-78) 10 volumes, SREF 959.9/10 (10) (Look at the index see your topic's time period and browse through the relevant little articles which will give you some background.

Collections

1. Blair, Emma Helen and Robertson, James Alexander, and Bourne, Edward Gaylord (eds.), *The Philippine Islands 1493-1898*, Mandaluyong Rizal: Cacho Hermanos, 1973). S959.9/15 (19)

This is 35 volumes so you need to look at the index. It is a wonderful source of documents from the Spanish contact to the Philippine revolution against Spain translated into English. Use the index to locate materials relevant to your topic. Bear in mind the critique of this source by Michael Salman, "Confabulating American colonial Knowledge of the Philippines: What is the Social Life of Jose E. Marco's and Ahmed Chalabi Can Tell Us about the Epistemology of Empire, in McCoy, Alfred W. and Scarano, Francisco, A, (eds.), *Colonial Crucible: Empire in the Making of the Modern American State*, (Madison: University of Wisconsin Press, 2009), p. 260-272.

2. Taylor, John Rogers Meigs (ed.), *The Philippine Insurrection Against the United States: A Compilation of Documents with Notes and Introduction*, (Pasay City: Eugenio Lopez Foundation, 1971). S959.903/1 (5)

Spanish Period

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see electronic newspapers available on the web. Philippine newspapers. The Philippine Daily Inquirer.

Australia

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Bayanihan News and The Philippine Community Herald.

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