

PHILIPPINE POLITICS AND GOVERNMENT

POLPHIM A51
Term 1, AY 2023-2024

Mondays & Thursdays, 12:45 – 02:15 PM

By

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Course description & design

This is an introductory survey course on the study of Philippine politics and government. The primary goal of this course is to equip students with an understanding of the development, organization, and operation of the Philippine political system. We will use a variety of analytical lens, especially historical and political perspectives, to examine the varied factors that shape governance and politics in the Philippines. By the end of the course, students should have developed their own ‘conceptual, empirical, and theoretical toolkit’ that they can use to examine political institutions, processes, and outcomes in the Philippines.

This course is divided into two major parts. Part I focuses on the historical development and current organization of the Philippine government. We will look at the institutional design of major government institutions in the country and trace its historical roots in the colonial and early post-colonial period. Part II explores the enduring political science approaches in the study of Philippine

politics. Using these approaches, we will unpack the complexity of how Philippine politics operate. In both parts, we will integrate discussions of contemporary political issues in Philippine politics and government.

Course format

This is a reading-intensive course delivered in a hybrid format. Throughout the term, there will be a mixture of asynchronous and synchronous activities. Aside from completing the course requirements, all students will go through eight intensive modules with scheduled lecture and seminar sessions.

Each module is divided into the following two core learning tasks:

1. Studying the assigned texts and recorded lectures
2. Actively participating in the seminars

Each learning task address a specific learning goal. The first learning task is meant to develop a mastery of the course materials. It involves comprehension of ideas and facts as well as familiarization and recall of key ideas, scholars, and texts. The second learning task, the seminar, is intended to facilitate the deeper goal of analytical and critical thinking. This involves guided (and graded) conversations among the students. A list of guide questions will be at the center of the discussions in the seminars a la Socratic method.

Students **MUST STUDY ALL** the assigned texts and the recorded lectures **PRIOR** to attending the seminar. Only the synthesis of the texts will be discussed in the seminar, so attending it cannot replace the need to read the assigned texts on your own. You will also be unable to fully participate in the seminar without understanding the core issues discussed in either the assigned texts or recorded lectures. Completing the assigned texts and the recorded lectures according to the course schedule will also help students be prepared for the exams. There is no way that you will be able to complete all the assigned texts and recorded lectures by cramming it days before the scheduled exams (or you can but it may lead to poor outcomes!). All course participants are also encouraged to provide comments or ask questions during seminars. You are also expected to respond thoughtfully to ideas offered by your fellow students.

Course outline & readings

The following outlines the topics and readings covered for each session. It is mandatory for students to read the assigned texts in advance, given that questions will be raised about it in the recorded lectures and in-person seminars. The readings are an important aspect of this course, which is designed as a lecture-seminar based not only on the remarks made by the lecturer, but also on the comments and discussions of students.

PART I: Development and organization of Philippine government

Module 01: Ang Pangulo VS The President? The Philippine Executive

- Agpalo, Remigio E. (1999). "The Philippine Pangulo regime." *Philippine Political Science Journal* 20(43): 45-60.
- Rebullida, Ma. Lourdes G. (2006). "The Philippine executive and redemocratization", In *Philippine Politics and Governance: An Introduction*, pp 179-215.
- Tordesillas, Ellen. (2003). "The presidency", In *The PCIJ Guide to Government*, pp. 1-60.

Module 02: Whose Congress? The Philippine Legislature

- Caoili, Olivia. (2006). “The restored Philippine Congress”, In *Philippine Politics and Governance: An Introduction*, pp. 299-331.
- Jumilla-Abalos, Lynda. (2003). “Congress”, In *The PCIJ Guide to Government*, pp. 61-114.
- Kasuya, Yuko. (2009). *Presidential Bandwagon: Parties and Party Systems in the Philippines*. Anvil Publishing. [Read Chapter 3, “The Presidential Bandwagon Framework”]

Module 03: In/Dependent Courts? The Philippine Judiciary

- Atienza, Maria Ela L. and Ferdinand C. Baylon. (2006). “The judiciary”, In *Philippine Politics and Governance: An Introduction*, pp. 333-390.
- Balgos, Cecilia. (2003). “The courts”, In *The PCIJ Guide to Government*, pp. 171-217.
- Dressel, Björn, Tomoo Inoue, and Cristina Regina Bonoan. (2023). “Justices and political loyalties: An empirical investigation of the Supreme Court of the Philippines, 1987-2020”. *Law & Social Inquiry* 1-25.

Module 04: More Decentralization, More Democracy? The Philippine Local Governments

- Atienza, Maria Ela L. (2006). “Local government and devolution in the Philippines,” In *Philippine Politics and Governance: An Introduction*, pp. 415-450.
- Kreuzer, Peter. (2020). “Governors and mayors in the Philippines: Resistance to or support for Duterte’s deadly war on drugs.” *PRIF Reports*. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-71309-0>
- The Local Government Code of the Philippines (1991).

PART II: Dynamics and operation of Philippine politics

Module 05: Is clientelism and patronage still the building blocks of Philippine politics?

- Hicken, Allen. (2011). “Clientelism”. *Annual Review of Political Science* 14: 289-310.
- Hutchcroft, Paul. (2014). “Linking capital and countryside: Patronage and clientelism in Japan, Thailand, and the Philippines.” In *Clientelism, Social Policy, and the Quality of Democracy*, edited by Abente Brun Diego and Larry Diamond, pp. 174-203.
- Magno, Francisco. (2013). “State, patronage, and local elites,” In *Introduction to Philippine Politics: Local Politics, the State, Nation-building, and Democratization*, pp. 1-18.

Module 06: Philippines, a nation of strong bosses and violent warlords?

- Cullinane, Michael. (1993). “Patron as client: Warlord politics and the Duranos of Danao”, In *An Anarchy of Families: State and Family in the Philippines*, pp. 163-242.
- McCoy, Alfred. (1993). *An Anarchy of Families: State and Family in the Philippines*. University of Wisconsin Press. [Read Introductory Chapter]
- Sidel, John T. (1989). Beyond patron-client relation: Warlordism and local politics in the Philippines. *Kasarinlan: Philippine Journal of Third World Studies* 4(3): 19-30.

Module 07: A democracy of the elites, by the elites, and for the elites?

- Anderson, Benedict. (1988). “Cacique democracy in the Philippines: Origins and dreams.” *New Left Review* 169(May/June): 3-31.
- Hutchcroft, Paul. (1991). “Oligarchs and cronies in the Philippine State: The politics of patrimonial plunder.” *World Politics* 43(03): 414-450.
- McCoy, Alfred. (1993). “Rent-seeking families and the Philippine state: A history of the Lopez family”, In *An Anarchy of Families: State and Family in the Philippines*, pp. 429-536.

Module 08: What is to be done— Reform, resistance, or revolution?

- Gurrero, Amado. (1979). *Philippine Society and Revolution*. Communist Party of the Philippines.
- Kerkvliet, Benedict. (2009). “Everyday politics in peasant societies (and ours).” *The Journal of Peasant Studies* 36(1): 227-243.
- Navvaro, Atoy M. and Adonis L. Elumbre. (2011). “Labindalawang taon ng makakaliwang grupong party-list sa Kongresong Pilipino: Preliminaryong Pag-aaral sa Panlehislatibong Rekord ng Akbayan at Makabayan.” *Philippine Social Sciences Review* 63(1): 65-92.
- Quimpo, Nathan. (2008). “Contested democracy: An alternative interpretation of Philippine politics,” In *Contested Democracy and the Left in the Philippines After Marcos*, pp. 1-21.

Course assessments & outputs

The purpose of the course outputs is to enable your ability to think independently: to understand and explain Philippine politics and government as well as critically engage the existing knowledge about it. These outputs will challenge you to become critical readers of scholarly literature and improve your skills as researchers and writers. To this end, you will be assessed in three different ways:

- **Seminar participation (40%):** Students are required to actively participate in seminars. In every seminar, a set of students will be called to respond to a set of questions. I also encourage students to volunteer to ask questions, share insights, and respond thoughtfully to the ideas of other students. I welcome reasoned disagreements and debates in this class. Students will only be graded on the quality of their participation (so attendance on its own only contributes minimally to your grade for this particular assessment).
- **Oral exam (30%):** Students are required to complete one oral examination covering Part I – “Development and Organization of Philippine Government”. For students to complete the exam successfully, they will need to read the assigned texts consistently, review the recorded lectures critically, and reflect deeply on the discussions in the seminars. The exam will be graded based on student’s mastery of key concepts and texts covered in the module as well as the capacity to think critically and independently.
- **Critical review essay (30%):** Students are required to submit a critical review essay, from 2,000 to 2,500 words, of any one or a combination of the assigned readings for Part II – “Dynamics and Operations of Philippine Politics”. The essay should focus on critically assessing the key arguments of the text/s, what empirical evidence are offered, and its contribution to understanding Philippine politics. The aim is to test the student’s ability to understand and critique high-level empirical research on Philippine politics.

The rubrics for the indicated course outputs are attached in this course syllabus as appendices.

Course schedule

Each module shall consist of two primary course activities, the asynchronous recorded lecture (RL) and the synchronous in-person seminar (IPS). RLs are generally scheduled on Mondays while the IPS on Thursdays. The course schedule may change due to unforeseen circumstances (i.e. university-mandated breaks, government-mandated non-school days). It is the responsibility of the student to be updated of the latest course schedule. All changes in the course schedule will be announced in the course site (DLSU Canvas).

Week 01 – Course Orientation

- 04 September, Monday – RL
- 07 September, Thursday – IPS

Week 02 / Module 01 – The Executive

- 11 September, Monday – RL
- 14 September, Thursday – IPS

Week 03 / Module 02 – The Legislature

- 18 September, Monday – RL
- 21 September, Thursday – IPS

Week 04 / Module 03 – The Judiciary

- 25 September, Monday – RL
- 28 September, Thursday – IPS

Week 05 / Module 04 – The LGUs

- 02 October, Monday – RL
- 05 October, Thursday – IPS

Week 06 – Mid-Term Exam

- 09 October, Monday – Oral Exam
- 12 October, Thursday – Oral Exam

Week 07 / Module 05 – Clientelism

- 16 October, Monday – RL
- 19 October, Thursday – IPS

Week 08 / Module 06 – Bossism

- 23 October, Monday – RL
- 26 October, Thursday – IPS

Week 09 – Research Break

- 30 October, Monday – RL
- 02 November, Thursday – All Souls' Day [Special Non-Working Holiday]

Week 10 / Module 07 – Elite democracy

- 06 November, Monday – RL
- 09 November, Thursday – IPS

Week 11 / Module 08 – Alternative politics

- 13 November, Monday – RL
- 16 November, Thursday – IPS

Week 12 – Writing Break

- 20 November, Monday – Writing Break
- 23 November, Thursday – Writing Break

Week 13 – Final Exam

- 27 November, Monday – Bonifacio Day [Regular Holiday]
- 30 November, Thursday – Submission of critical review essay

Course policies & rules

1. I personally and professionally take academic dishonesty seriously. All forms of academic misconduct, including plagiarism and cheating, will be responded to appropriately. Students found to commit academic misconduct will result in a failing grade in this course and a possible disciplinary action by the university.
2. Class attendance is neither graded nor mandatory. However, successfully completing this course will require (graded) participation in in-person seminars. I also strongly believe that there is no effective replacement for in-person discussions when it comes to fulfilling our learning goals.
3. I do not prohibit the use of generative AI tools or other similar technologies in this course. Please be reminded that all course outputs are considered your own regardless if it is AI-generated or otherwise. There will be no special considerations in assessing AI-generated course outputs.
4. There will be penalties for late submission of any of the course requirements. Unless you have secured an extension before the due date, outputs submitted late will receive a two points deduction for each day that it is late.
5. Extensions on due dates for course requirements may be granted in cases of exceptional circumstances including but not limited to medical reasons, employment-related issues, and official university activities. If possible, secure an extension in advance.
6. Consultation is strictly by appointment via email. This is especially useful for those who think they will benefit more from a brief one-to-one session. We can discuss course issues and other academic matters.
7. It is the student's responsibility to be updated about course activities and schedule. Please keep yourself posted by regularly checking our course site (DLSU Canvas).

Annex I**Seminar Participation / Oral Exam Rubric**

Criteria	Outstanding [41-50 points]	Good [31-40 points]	Satisfactory [21-30 points]	Poor [0-20 points]
Substance of argument (50%)	Student demonstrates a clear mastery of the subject matter discussed and raises issues/questions that are likely to be outcomes of critical and deep engagement of course materials	Student demonstrates full understanding of the subject matter discussed but still need nudging to develop critical engagement of course materials	Student has sufficient understanding of the subject matter discussed but still needs further development	Student demonstrates little understanding of the subject matter and requires direct help to participate fully in the discussion
Clarity of expression (50%)	Student presents ideas articulately, coherently, AND logically	Student presents ideas in either TWO of these ways: articulately, coherently, or logically	Student presents ideas in ONLY ONE of these ways: articulately, coherently, or logically	Student is unable to express ideas properly (no logic, incoherent, inarticulate)

Annex II
Critical Review Essay Rubric

Criteria	Outstanding [41-50 points]	Good [31-40 points]	Satisfactory [21-30 points]	Poor [0-20 points]
Development and strength of argument (25%)	The paper provides a clear, well-developed argument that is focused on the identified topic.	The paper provides a clear argument that is focused on the identified topic. However, the argument was not developed well in the paper.	The argument offered in the paper is either unclear, incoherent, or unsubstantiated.	The paper has no argument at all. It neither provides a clear argument nor an implied one.
Effective use of evidence and theory (25%)	The analysis is supported by relevant data, presented clearly and effectively, with sources of information attributed properly. Relevant concepts and theories are correctly and meaningfully applied. Multiple relevant perspectives from a variety of theories are incorporated to arrive at a more meaningful and nuanced analysis.	The analysis is supported by relevant data, with sources of information attributed properly. Relevant concepts and theories are correctly and meaningfully applied.	The analysis is based on data that is either incomplete or unreliable. There is an attempt to apply relevant concepts and theories in the analysis, but parts of the discussion tend to be inaccurate, inadequate, or incorrect.	There is very little data that is offered to support the analysis. The data is also unsystematic, unreliable, or totally irrelevant. Relevant concepts and theories are not used, or the use is extremely inaccurate, inadequate, or plainly incorrect.
Breadth and depth of research on chosen issue/s (25%)	The chosen issues are identified and discussed in a clear, nuanced manner, demonstrating awareness of historical background and nature of	The chosen issues are identified and effectively discussed based on well-researched information.	The chosen issues are identified but the discussion generally deviates from a focused study of the issues and/or provides an incomplete background of the issues. The	The chosen issues are unclear and inadequately discussed. The paper provides very little discussion of the history and development of the selected issues, or any discussion is not

	domestic politics. Information presented is based on multiple credible sources.		discussion tends to rely mainly on one or two sources of information.	useful for providing a meaningful background.
Clarity of expression (25%)	The paper is articulately written—concise yet complete, interesting while maintaining rigor, and demonstrates effective use of technical language in a manner that is easy for the lay reader to understand. There are no grammatical, spelling, punctuation, or formatting errors. Methods for citing sources are used correctly and consistently.	The paper follows accepted standards of undergraduate-level academic writing. The discussion is effective and well-organized. There are no grammatical, spelling, punctuation, or formatting errors. Methods for citing sources are used correctly and consistently.	There are some errors – in word choice, grammar, spelling, punctuation, formatting, or citation of sources – but these do not seriously detract from the discussion in the paper.	The paper is incoherent and generally unorganized. There are serious errors in writing that undermines the communicative purpose of the paper.