

Module 15: National Consciousness

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Consciousness refers to the act of finding out something, realizing something, discovering something, feeling something, or being sensitive or sentient of something (Ryle, 1962). The term is synonymous with awareness. As such, it is seen as “the state of being conscious, that is, the physical and mental state of being awake and fully aware of one’s environment, thoughts, and feelings” (Allen, 1994, p. 288). It could also be defined as the intangible awareness of necessary belongingness to the world of existence (Ozumba,, 2014).

The word **national** pertains to anything that relates or typical to a particular country and its people. It may refer to someone or something that belongs to a specific country or nation.

When combined to form the term **national consciousness**, it can be defined as a shared sense of identity within a particular nation, a sense of belongingness and membership. This is often manifested through ethnicity, language, values, customs, culture, and history. National consciousness takes many forms. It can be political participation through voting. It can be civic engagement through community work. It can even take the form of simple everyday tasks, such as helping those around you or being aware of what is happening in the neighborhood. It is an important component in the concept of nation-building.

In this module, we will learn what it means to be nationally conscious, how we can be nationally conscious, its influence on the nation-state, and its continued effect in the world around us.

| Most Essential Learning Competencies

- Explain the context, content, processes, and consequences of socialization;
- Analyze the forms and functions of social organizations; and
- Explain the functions and importance of education in the society.

| Content Standards

By the end of this module, learners are expected to demonstrate an understanding of:

- How individuals learn culture and become competent members of society;
- How individuals should behave as part of a political community; and

| Performance Standards

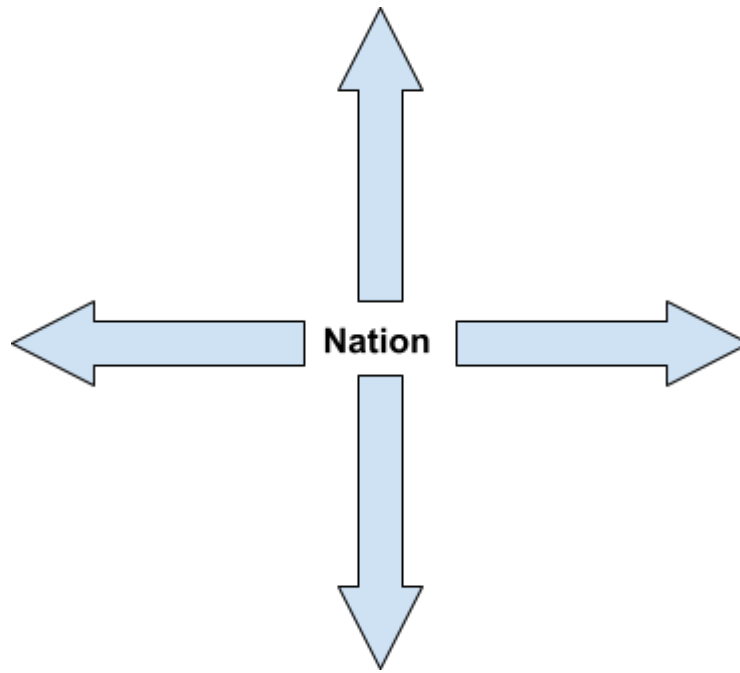
By the end of this module, learners are expected to:

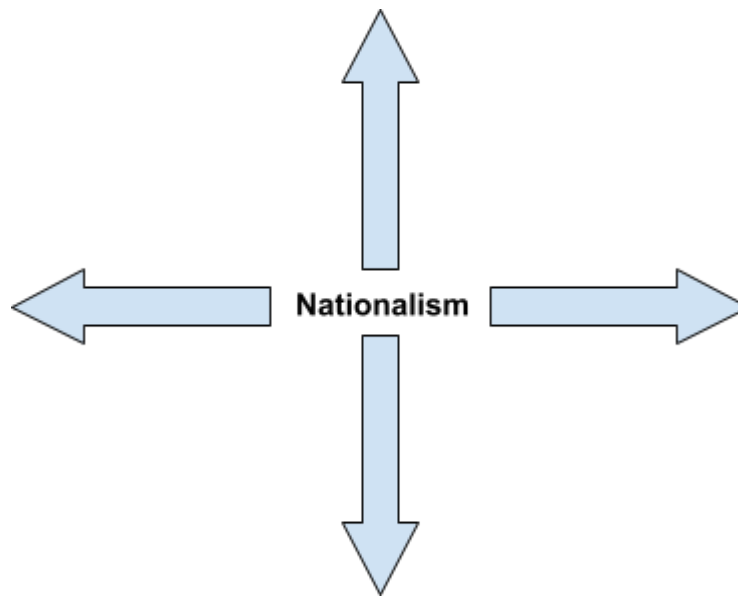
- Identify norms and values to be observed in interacting with others in society, and the consequences of ignoring these rules;
- Assess the rules of social interaction to maintain the stability of everyday life, and the

- The agents/institutions, processes, and outcomes of cultural, political, and social change.
- role of innovation in response to problems and challenges; and
- Evaluates factors causing social, political, and cultural change.

| Self-evaluation Form (Part 1)

Write words that you associate with the words 'nation' and 'nationalism'





Lesson 1: Manifestations of National Consciousness

| Lesson Objectives

At the end of the lesson, the student is expected to be able to:

- Define key terms such as nation, state, culture, nationalism, and patriotism substantially;
- Describe the differences between nation, state, nationalism, and patriotism;
- Interpret the nuances behind each concept (ex. nation vs. state, nationalism vs patriotism);
- Identify the benefits of being nationally conscious, the consequences of the lack and excess of it; and
- Reflect on the intersection of national consciousness and everyday life.

| Key Concepts

- Nation – a stable community of people formed on the basis of common language, culture, territory, history, and ethnicity. Described as an imagined community (Anderson, 1983) that was socially constructed and imagined by the people who perceived themselves to be part of said community.
- State – the political organization of society or body politic, often identified with the institutions of government. It is distinguished from other social groupings through its purposes such as the establishment of control, the maintenance of order, its promulgation/enforcement of laws, and sovereignty over a specific territory.

- Citizenship – The status in which a person is recognized under laws and jurisdiction of a specific country. Part of the privileges that a citizen enjoys are recognition of their civil, political, and social rights.
- Nationalism – An ideology that is premised upon an individual’s loyalty and devotion to the nation-state, surpassing any individual or group interests (Kohn, 2020).
- Hyper-nationalism - Espousing excessive sentiments of nationalism.
- Nazism - an instance of extreme nationalism in Germany shortly after World War I
- Fascism - a political ideology wherein the governing power or body imposes control over its constituents (Waxman, 2019)
- Patriotism – The feeling of love, devotion, and attachment to one’s homeland as well as to people who share the same sentiments. These feelings may have ethnic, cultural, political, and historical aspects.
- Country – A distinct territorial body or political entity. The land of an individual’s birth, residence, or citizenship. It may be an independent sovereign state or part of a larger one (Jones, 1964).
- Culture – The social behavior and norms found in human societies; it includes the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals belonging to these groups (Tylor, 1871).
- Civic Engagement/Participation – Activities that address issues of public concern (Delli, 2016). These include working together collectively or as individuals in order to protect public values or implement changes in the community. Its goals are to address public concerns and improve the community.

The 1987 Philippine Constitution defines the Philippines as all the islands, waters, and territories to which the Philippine state has sovereignty and jurisdiction. It defines that Filipinos are those who were born in the Philippines, those born to a Filipino citizen, or those who were naturalized by law.

However, the meaning of being Filipino goes beyond legal definitions. It encompasses numerous feelings, values, and sentiments. José Rizal is often depicted as the ideal Filipino. Heroic, self-sacrificing, prolific, responsible, everything that a Filipino could aspire to be. To many of us, emulating the hero appears as an insurmountable task. In this lesson, we will try to find the “Filipino” in our own unique way.

| Sub-Lesson 1: Pros and Cons of Nationalism

National consciousness is an important component in nation-building. It promotes important values such as national unity, the pursuit of sustainable development, love for country, and respect for human rights, culture, religion, diversity, and the environment. Hence, national consciousness enables an individual to transcend their personal interest, family and community. Therefore, someone with critical national consciousness is more concerned in providing service for the well-being of Filipinos as a whole, instead of pledging loyalty and unconditional devotion to particular ties such as political dynasties, or regional communities.

With connection to this, we can regard the Philippines as a nation that is still in the process of formation, or consolidation of its identity (Dumol & Camposano, 2018). While historical accounts saw developments in the

rise of national consciousness at the time of the Spanish occupation, Rizal indicated that a unifying sense of and commitment to civic duty and responsibility was still lacking among the Filipinos, and this was crucial in sustaining freedom. Rizal expressed through his works *Noli Me Tangere* and *El Filibusterismo* that the main obstacles to fully attaining nationhood and commitment to civic duty are not oppressors (the Spanish), but the corruption and lack of foresight of the Filipinos (Dumol, 2004).

Disordered national consciousness can lead to **hyper-nationalism**, where the interests of a specific nation outweigh the dignity of others. The rise of Asian hate crimes targeting Filipinos in the United States is an example of this (University of Michigan, 2021). Hence, it is important that we will learn to balance the responsibilities of being nationally conscious and the excesses that it produces.

How then can nationalism become damaging? The answer to this can be observed through hyper-nationalism, wherein nationalism is intense and is used to fuel aggression due to the belief that one’s national identity is more superior than others (Waxman, 2019). This type of thinking and behavior may worsen to committing atrocities and promoting injustice against other cultures, ethnicities or nations (World 101, n.d.).

Due to the belief of their “racial superiority”, Nazi Germany began seizing Jews and placing them in inhumane and deadly concentration camps, in a violent campaign known as the Holocaust (Majumdar, 2007; Kohn, 2020). Nazism, espoused by fascism, blindsides members of a nation into trusting national identity over other principles or values. Nazism is a form of **racism**, which pertains to the belief that a race (a group of people sharing biological, cultural, behavioral, and other personal attributes) are more dominant than others (Smedley, n.d.).

Another case wherein hyper-nationalism has brought danger to human beings include the violence against the Muslim Rohingya in Myanmar (World 101, n.d.). Similarly, discriminating directives can manifest through economy, such as “protectionist policies”. While this kind of stance promotes the country’s interest by prioritizing domestic goods, it harms the citizens due to tariffs (when prices on imported goods rise), and taxpayers and consumers are burdened with added costs on goods and products (World 101, n.d.).

The lack of regard or respect of the value of other identities can also be seen in **ethnocentrism** (“cultural or ethnic bias”), wherein one pegs the outlook of their own cultural or ethnic group as a standard on how to understand reality in the world, and uses this view as basis in stereotyping and evaluating other groups (Baylor 2012: ECPS n.d.). One manifestation of ethnocentrism is when lowland Tagalogs impose an image of superiority over other groups in the Philippines (i.e. “Tagalog Master Race” on social media).

| Sub-Lesson 2: Development of National Consciousness

We must first understand how the national spirit among the Filipinos was ignited, why this process was significant in (1) understanding national identity and in the (2) formation of national consciousness. In contrast to this, we should deduce how nationalism, despite being empowering, can also be dangerous.

Ikehata (1968) describes Jose Rizal’s notion of national consciousness as “the spirit of a common struggle seeking the promotion of a common welfare”. At the time, Rizal’s writings were aimed at raising the consciousness of Filipinos and expose the exploitation and oppression of the natives under the colonial rule of Spain. Working with the *ilustrado* members of the Reform Movement, Rizal and his colleagues produced writings that critiqued the power-hungry religious order and the Spanish colonial government.

In Rizal’s annotation of Antonio de Morga’s *Sucesos de las Islas Filipinas*, he provided counter-arguments on how the Spanish viewed the Filipinos as uncultured, incompetent, and incapable of governing themselves (Ikehata, 1968). Subsequently, Rizal’s novels *Noli Me Tangere* and *El Filibusterismo* clearly painted the poverty and inequality in the Philippines due to the corrupt and extractive Spanish regime. These paved the way in motivating readers to be “liberated” from the defeatist mentality and repressive ideology imposed by the Catholic church.

Building on this, Rizal described a uniting sentiment and awareness among the Filipinos through national consciousness in “How the Philippines are Governed” (Ikehata, 1968).

It should be acknowledged that there were several revolts against the Spaniards, which occurred across different points in the three-century colonization of the Philippines, and these ultimately sparked a unified revolt in 1896. Constantino and Constantino (1975) explained the conditions in various regions in the Philippines, the hardships that led the natives to revolt against their respective oppressors, and how this quelled into the Philippines’ Revolt against the Spanish through the Katipunan, headed by Andres Bonifacio. Notably, unlike Rizal and the *ilustrados*, Bonifacio was a self-educated member of the working class.

One of the most influential uprisings of Filipinos against the Spanish was the Cavite Mutiny in 1872. This alarmed the Spanish colonial government into arresting Filipino liberals and executing the three Filipino priests José Burgos, Mariano Gómez, and Jacinto Zamora (abbreviated and known as Gomburza) in 1872 (The Editors of Encyclopaedia, 2020). The said execution greatly angered the Filipinos, and this was followed by the formation of the Propaganda Movement by Filipino intellectuals, such as Rizal, who were educated in Europe (while some *ilustrados* were taught at home (De Castro, 2018)..

Education played an important role in sustaining the antagonism of the Filipinos against the execution of Gomburza, particularly within the secondary education system during the period. Filipino secular priests were also teaching students in secondary schools. Those that fulfilled these duties around the same time as the Gomburza in the University of Santo Tomas (UST), were able to contribute to the learning and shaping of the mindset of the next generations of students, such as Marcelo H. del Pilar, Rizal, Apolinario Mabini, and Miguel Malvar (De Castro, 2018). It is to be noted that most *ilustrados* were exposed to the secondary education system that nurtured awareness about and anger towards the injustices towards the Gomburza. In summary, education is a strong guiding force for students to grow as critical thinkers and to become conduits of change in society.

In this context, nationalism is a powerful sentiment that motivates the struggle against a dominant power that deprives a nation of its right to govern itself and obstructs it from protecting the welfare of its people. Generally, nationalism is “constructive” if it brings a country of diverse identities together by a set of characteristics, such as language, religion, system of values, and “shared ideas” (World 101, n.d.).

Developing a national consciousness is a continuous process. The most common and effective method is through civic engagement or participation. Checkoway and Aldana (2013) define civic engagement or participation as a process in which the people take collective action to address issues of public concern. It is instrumental to a lively democracy, and there are different ways in which we can exercise our national consciousness (CIRCLE, n.d.).

Democracy is essential in good governance, because it ensures that decision-making for the whole takes the voice of diverse groups into consideration (Clark, 2012). The participatory approach of civil society organizations (CSOs), are among the known practices that promote democracy.

According to the ACE Electoral Knowledge Network (n.d.), the minimum conditions that define democracy are the following:

- political representation, as enabled by elections;
- fair elections;
- the government does not abuse its authority over the electorate;
- at the age of awareness and maturity, people can exercise their right to vote and “run for public office”;
- freedom of expression and dissent;
- freedom of the press;
- freedom to access “alternative sources of information”;
- freedom to organize and form associations, parties and political interest groups; and a
- sovereign and autonomous government.

Young people learn to adopt values from social institutions such as the family, in school, through their peers and figures of authority. Meanwhile, the appreciation of history and respect towards culture and identity are among the building blocks of nationalism. While there are differing beliefs on “participation” when it comes to educators, elements such as exposure to social realities, a service-oriented curriculum and informative civic education encourage civic engagement among the youth (Youniss et al, 2002).

There are many sources of information such as the media, which affect how the youth digest facts and reason, and perceive society and the world (Youniss et al, 2002). Even music, art and literature can greatly influence how the youth shape their feelings and bring about transformation in society (Li, 2021).

Examples of civic participation include exercising one’s right to vote and volunteering in community activities (ODPHP, n.d.). The active engagement of the youth in performing civic duties is vital to national development (Youniss et al, 2002).

Good citizenship and civic competence contributes to forging the strength of the youth in becoming autonomous in making critical decisions and in exercising their political rights (Youniss et al, 2002). From taking part in activities that help the community to influencing policy-making to lean towards people’s welfare, an individual places value in a social or political cause that benefits their fellow citizens and possesses concern for the well-being of the community and on a larger scale, the nation.

| Synchronous Activities

Activity 1: Critical Thinking Exercise

Instructions: Prior to meeting for class, the teacher instructs the students to browse different outlets of information (i.e. newspapers, online news portals, YouTube videos, blogs, etc.).

The students must pick one news from a reputable source (mainstream papers, mainstream news portals) and one from alternative media (independent news, vloggers, Facebook posters, etc.). The students will discuss the merits of their chosen pieces in class.

- How was the news presented in these various media?
- How were the stories selected?
- What were the sources, commentaries, tone, and prejudices?
- How can we distinguish which are credible?

Activity 2: Debate

Instructions. Situational analysis through a class debate. As a new voter in the upcoming 2022 national elections, you are given the unique opportunity of deciding the next set of leaders of this country. You are given two choices. One candidate has an established track record spanning several decades. His experience and qualities have made him an established character in national politics. The caveat is that he is part of a political dynasty. The second is an up-and-coming character in the political scene. His successful leadership in local governance has made him a promising new leader.

As a new voter, who should you choose as the nation’s next President?

Activity 3: Situational Analysis

Instructions: Given the sample scenario, ask the students how they will address a certain conflict.

Scenario: The school’s student government elections are coming. In order for the results to be considered valid, a certain threshold of votes must be achieved. The student body prefers to abstain believing that the student government has no relevance in their lives. How should you address this apathy?

Activity 4: Concept Mapping

Instructions. The teacher will provide three issues in the Philippines (i.e. national sovereignty of indigenous people and lumads, colonial mentality, Imperialist Manila, territorial disputes) and will divide

the class into groups assigned to one issue.

The students will discuss among themselves and answer the following questions:

- What do you know about this issue?
 - What you learned from your family
 - What you learned from school
 - What you learned from your peers
 - What you heard from the television or news
- Why is it important to study or learn about this issue? (you may answer in terms of the following)
 - Culture, Language
 - Society, Relationships
 - Economy
 - Politics
- With the current state of our educational system, how do you think this issue can be addressed?
- Do you think this issue has something to do with nationalism?
- Do you think you are a nationalist? Why or why not?

The output should look like a concept map, and will be discussed in class.

With their new knowledge, the teacher asks the students to list down instances or actions where they feel that they are part of the Filipino nation. The teacher asks what led them to their answers.

| Asynchronous Activities

Activity 1: Reflection from Videos

Instructions: The students will watch one video under each of the three topics provided by the teacher, and they will reflect on their takeaways from the material (per topic).

Video references:

- **Concept of Nationalism: What are ideas related to the formation of nationalism?**
 - Giridharadas, Aksobh. “Idea of a Nation State: What Makes a Country?” April 19, 2019. TED video, 15:34.
https://www.youtube.com/watch?v=aOEbVmn6sAs&ab_channel=TEDxTalks
- **Cons of Nationalism: How can nationalism be detrimental, or harmful?**
 - Implicitly Pretentious. “The Sociology of JoJo Rabbit.” February 29, 2020. YouTube Video, 10:05.
https://www.youtube.com/watch?v=5mK_HYCI2CQ&ab_channel=ImplicitlyPretentious
- **Enacting Nationalism: How can you practice being a nationalist?**
 - Rappler. “Basagan ng Trip with Leloy Claudio: Why Political Participation Matters.” January 25, 2018. YouTube Video, 13:00.
https://www.youtube.com/watch?v=4QvRuN0CKJk&ab_channel=Rappler.
 - Rappler. “Basagan ng Trip with Leloy Claudio: Choosing Among Imperfect Candidates.”

January 31, 2019. YouTube Video, 11:44.

https://www.youtube.com/watch?v=MenzBLERgXc&ab_channel=RapplerRapplerVerified

Activity 2: Movie Review

Instructions. Require the students to watch the films Heneral Luna and Goyo (They may choose one movie to critique or they can review the two movies as a whole). Provide guide questions.

Sample Guide Questions:

- How did national consciousness play in the plot of the movies? Pay special attention to the main characters (Luna, del Pilar, Aguinaldo, Mabini, Joven), critique them based on what you have learned about patriotism and nationalism. How did flaws factor in their conception of their own national consciousness?
- Give your opinion on the scene that depicted the Igorots and their treatment by the Filipino Republican Army.
- What insights can you draw on their relationship with the Filipinos and the Americans? Is a nation homogenous or heterogenous?
- Was Januarario Galut (the guide who helped the Americans defeat del Pilar) a traitor or did he have a different conception of nation, or was he simply caught between two competing nations that he does not identify with?

The students will write their reflection that sums up their thoughts, in response to the given guide questions.

Activity 3: Movie Reflection

Instructions: Watch the film JoJo Rabbit. Using the concepts learned in the lecture, write a reflection paper on the important issues raised by the film.

Guide questions:

- How does the film show the interaction of innocence and ideology? Relate this to your own experience in seeing fake news in social media.
- What is notable about the tone of the film? How did it make you feel?
- What insights can you draw between the relationship of JoJo and Elsa?
- How did the movie show our humanity?

The students will provide a written output containing their responses to the guide questions. There should be no more than 500 words in the output.

Activity 4: Letter Writing Activity

Instructions: The teacher will ask the students to compose a letter addressed to either your LGU,

National Government, Business and Community leaders, or NGOs.

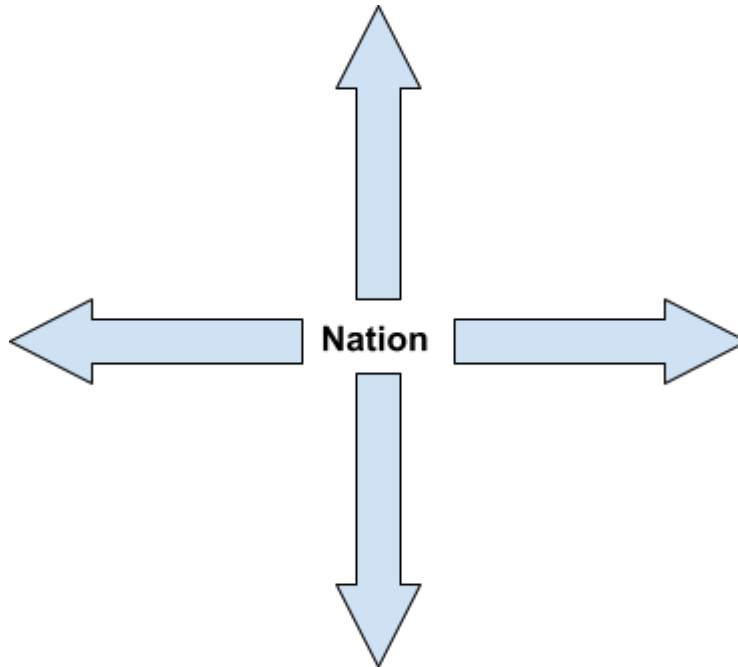
Write about something in the community or society that you feel particularly strong about.

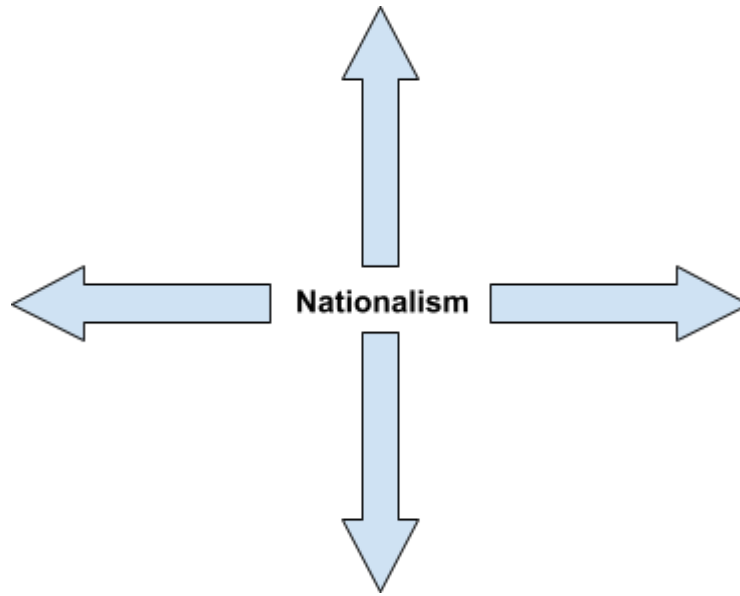
- What kind of solutions or recommendations would you like to share with the recipient?
- How would you convince them to adopt your cause as their own?

| Self-evaluation Form (Part 2)

Answer the following questions.

1. After studying the lesson, update the conceptual map for the words nation and nationalism below.





2. How will you apply the knowledge you have learned on nationalism in improving Philippine society?

Rubrics for Discussion and Debates

| | Excellent | Above Average | Developing | Needs Improvement |
|--|-----------|---------------|------------|-------------------|
| <p>Content: The central theme/idea/argument of the student's output is focused and supported by evidence which indicates mastery of the content.</p> | | | | |
| <p>Organization: The flow of the discussion of the central theme/idea/theme is coherent.</p> | | | | |
| <p>Presentation: The form and presentation of the central theme/idea is clear, persuasive, polite, and easy to understand.</p> | | | | |

Rubrics for Written Outputs

| | Excellent | Above Average | Developing | Needs Improvement |
|---|------------------|----------------------|-------------------|--------------------------|
| Content: The central theme/idea of the paper is focused and supported by evidence which indicates mastery of the content. | | | | |
| Organization: The flow of the discussion of the central theme/idea is coherent. | | | | |
| Presentation: The form and presentation of the central theme/idea is clear and easy to understand.. | | | | |

Learning Material

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Gendler, Alex, and Anthony Hazard. “How Did Hitler Rise Into Power?” July 18, 2016. YouTube Video, 5:36. https://www.youtube.com/watch?v=jFICRFKtAc4&ab_channel=TED-Ed.

Illustrate to Educate. “Patriotism Vs Nationalism”. October 19, 2020. YouTube Video, 4:10. <https://www.youtube.com/watch?v=efjH-ISwdNE>

Khan Academy. “Civic Engagement/Citizenship/High School Civics/Khan Academy.” September 2, 2020. YouTube Video, 2:50. https://www.youtube.com/watch?v=387o7cyj40g&ab_channel=KhanAcademy

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