

## **PNPRS LECTURE SERIES 2017**

### **First Lecture**

1. 18 February (Saturday, 2:30-5:00 PM) - Gina Aquino Opiniano (PhD), Pamantasan ng Lungsod ng Maynila (Venue: UST, Manila): “Simone de Beauvoir’s Existentialist Feminism: A Critical Reading of the Philippine Magna Carta of Women”

The paper intended to clarify notions on the “Filipino woman,” “transcendence,” “empowerment,” “freedom,” and “equality,” and to provide a possible groundwork for laws on women in other countries, this paper sought answers to the questions, (1) “What is Simone de Beauvoir’s existentialist feminism?” and (2) “How does her existentialist feminism reflect in the provisions of the Philippine Magna Carta of Women?” A critical exploration of these elements of the study was done by tracing how Existentialist Feminism of Beauvoir has developed from a constructive summary of the biography of the philosopher, the historical context during her time, the influences of her philosophy and her feminism. Further, the themes of Beauvoir’s Existentialist Feminism were distinctly elaborated as an offshoot of the development of the said philosophy. Upon establishing the cornerstones that comprise Existentialist Feminism, the substantive provisions of the Magna Carta of Women were read in the Beauvoirian perspective. Altogether, the results of the study contributed to a better picture of the Filipina woman’s character in such a perspective. The study also contributed to a deeper understanding of the Philippine Magna Carta of women in the context of the notions of “situated freedom” and “reciprocal recognition” of Beauvoir’s philosophy.

### **In Memoriam: Dr. Rolando M. Gripaldo**

2. 23 Sept 2017 (Saturday, 8 AM-5 PM) - Juan Rafael G. Macaranas, PhD (De La Salle-College of Saint Benilde, Manila): “Making Lecture Method Work in a Learner-Centered School”

The paper focused on the lecturer’s primary method of teaching in DLS-CSB, which is branded as a learner-centered school. Although faculty members are expected to veer away from methods identified with traditional philosophy, his teaching performance record seemed to affirm that this lecture method works. Based on a study to investigate this method, the paper described the approach and highlight the findings from this study for collegial consideration. Earning consistently with high-performance ratings, the author is convinced that a modified lecture method, that is, employing it in a way that accommodates the needs and interest of the learner, makes it effective and truly learner-centered.

3. 23 Sept 2017 (Saturday, 8 AM-5 PM) - Agustin Martin G. Rodriguez, PhD (Ateneo de Manila University, Quezon City): “How We Have Come to This: The Roots in Our Selves of the End of Life as We Know It”

In this reflection, the author traced the roots of the environmental crisis in certain fundamental needs of the human person, dangerously spiraling of those needs into obsessive consumption and accumulation.

4. 23 Sept 2017 (Saturday, 8 AM-5 PM) - Wilfried M. A. Vanhoutte, PhD (Saint Louis University, Baguio City): “Nicholas of Cusa: Medieval and/or Modern Philosopher? A Selective Exploration of His Thought”

One of the key problems in the history of philosophy is the evolution of the interpretation of the meaning of a philosopher and his work for the whole of philosophy. A subjacent problem is how to categorize philosophers in conventionally preconceived periods. While the division between those periods may be flexible, some authors are difficult to classify because their thoughts or forms of writing do not perfectly match historical paradigms, or simply because their lifetime is situated in the transition between two major historical periods. This is what affects an author like Nicholas of Cusa (Cusanus), who has been sometimes interpreted as a medieval author and sometimes as an initiator of the modern period. The author demonstrated that Cusanus may be like a bread baked from the medieval dough, but with an unprecedented, original shape that prefigures modern culture.

5. 23 Sept 2017 (Saturday, 8 AM-5PM) - Jove Jim S. Aguas, PhD (University of Santo Tomas, Manila): “Rolando M. Gripaldo on the History of PNPRS and *Philosophia*”

This is a paper which Dr. Rolando M. Gripaldo read during the PNPRS National Conference in 2014 where he traces the beginning of PNPRS (1997) and how the International Journal *Philosophia* came to be. Dr. Gripaldo was supposed to deliver a paper on ‘*Philosophia* and the Turabian Documentation Convention’ but because of his untimely death this paper was never presented. Instead, Dr. Aguas read Dr. Gripaldo’s paper on the history of PNPRS and *Philosophia*.

6. 23 Sept 2017 (Saturday, 8 AM-5 PM) - Feorillo P. A. Demeterio, PhD (De La Salle University, Manila) and Roland Theuas Pada (University of Santo Tomas, Manila): “A Humboldtian Critique of the University of the Philippines as the Flagship of Philippine Higher Education.”

For the Philippines to benefit from the ASEAN integration and globalization, in general, it must be able to mold highly educated citizens who can proactively engage themselves with the national, regional, and international knowledge economies. The Philippines has nine research universities that presumably lead its approximately 2,500 higher educational institutions in molding these much-needed citizens. These nine research universities are the eight autonomous constituent units of the University of the Philippines and the De La Salle University. The idea of the modern research university was invented more than 200 years ago in Berlin by the philosopher, linguist, humanist and statesman Wilhelm von Humboldt [1767-1835]. Around 1850, American educational leaders started to appropriate Humboldt’s ideas to establish the American research universities. As the University of the Philippines is an American creation and at the same time the flagship institution of Philippine higher education, this paper used the Humboldtian philosophy of education as well as its American

translation in looking at the soundness of this university's claim to being a research university. To attain this goal this paper has three substantive sections: (1) a discussion on Humboldt's philosophy of education, (2) a discussion of the American translation of Humboldt's philosophy of education, and (3) a critique of the foundational principles of the University of the Philippines as a research university. This paper will show if the University of the Philippines conforms to the Humboldtian idea of a research university or to the American translation of such an idea.