

Foreword

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In 2014, the U.P. Diliman College of Arts Letters sponsored a lecture series exploring issues in General Education (GE) entitled “Tatak U.P.” The series was CAL’s response to U.P. System and Diliman initiatives leading to a thorough reexamination of this vital academic program. It would also form part of the College’s contribution to healthy, well-thought out academic discourse that would lay bare the theoretical framework and philosophical underpinnings of such a program and pave the way for the building of the new program that was to follow. The resulting lectures were delivered from August 11-October 20 of the same year. They form the body of this issue of the Philippine Humanities Review. The issue was first made available as an e-publication on the KAL website in 2015. It now becomes available at Diliman Journals Online.

The curricular response of the University, purportedly due to the institution of the new K-12 program of the Department of Education and the prospective entry of the nation into the globalizing program of ASEAN 2015 has been profound and fraught with the atmosphere of the battlefield. Contending forces and conflicting agendas unfold on the sacred floors of our academic arenas and play out through combatants bearing the colorful standards of their disciplines, wielding the sophisticated academic arms of their craft. Thus, this volume does not only provide the reader with insights into the issues and perspectives involved in the undertaking but it also gives us all a front row seat from which we can view the striking character of the skirmishes and battles that are now taking place within the walls of academe in the name of General Education.

Although we are still in the thick of the fray, it is our hope that this issue of PHR will provide a record of the undertaking that will allow us to see the 2013-2016 review of the General Education Program not simply as a bureaucratic activity to be lost in the dusty shelves of an administrative archive, but as a dynamic endeavor, where participants thought out their ideas, reflected on their theoretical processes, took principled stands and fought for what they believed in with scholarly and academic passion.