

Draft Syllabus

Course Title: Philippine Literature and Human Rights

Course Description: Intersections of Philippine Literature and Human Rights

Course objectives:

The purpose of this course is for students to explore the effectiveness of literature as a cultural lens for a greater understanding of matters related to the state of human rights in the Philippines. Moreover, this course encourages students to play an active and important part in the promotion of human rights in the country. Through this course, students will gain greater awareness of the strong relationship between literature and human rights and how it can be applied in social practice. In addition this course hopes that students develop creative and critical ways understanding of human rights through literature. In this way, our students develop the personality to be a part of advancing the protection and respect of human rights.

B. Rationale:

Currently, there is no literature course that directly deals with human rights issues. In the context of the Philippines, a country that can be said to have gone through various stages of struggle to promote human rights, it is important for us to see the vivid relationship between literature and human rights.

Course expectations:

At the end of the course, the student is expected to:

1. Students will have the capability to analyze the critical relationship between literature and human rights;
2. Know the effectiveness of literature in promoting human rights as a social discourse.

3. Will be able to do an individual paper relating to human rights.

4. The student will be able to apply the concepts of human rights derived from the study of literature and its practicality in dealing with society.

Week	Literary Text/Reading materials	Topic	Class Activity
Week 1	UN Universal Declaration of Human Rights	Course overview What is human rights? Key concepts in human rights Race, ethnicity, class, gender	Discussion/Group Dynamics
Week 2	Human Rights situationer in the Philippines Karapatan monitoring sheet Amnesty International Report Human Rights Watch Data	Locating human rights in Philippine history Contemporary human rights issues in the Philippines State violence	Discussion and group dynamics
Week 3	Human Rights Education Intersections of Philippine Literature and Human Rights	Oral narratives, life stories Role of literature in society	Discussion
Week 4	Human Rights by Burn H. Weston Introducing Human Rights and Literary Forms or the Vehicles and Vocabularies of Human Rights by Sophia A. McClennen and Joseph R. Slaughter	Consciousness Ideology	Discussion

Week	Literary Text/Reading materials	Topic	Class Activity
Week 5	<p>Selected Literary Texts about Laborers and Migrants Workers</p> <p>Sa Ngalan ng Tubo (Videodocumentary on the Plight of Hacienda Luisita)</p>	<p>Economic and Social rights Workers and Peasant Rights Unionism The right to strike, the right to organise Philippine Export Labor Policy</p>	<p>Discussion</p> <p>Visit to a workers factory/peasant community</p>
Week 6	<p>Selected Literary Text about Peasants and Indigenous Peoples</p> <p>Story of Flor Contemplacion</p> <p>Bayabas sa Tagaytay (Written by Lumad/indigenous peoples)</p>	<p>The Filipino Diaspora Migrants rights Rights to ancestral domain Cultural rights</p>	<p>Discussion Documentary viewing</p>
Week 7	<p>Selected Literary Texts about Gender and Women</p> <p>Gahasa (Rape) by Joi Barrios</p> <p>Nanay Rosa (comfort women during WW II)</p> <p>Selected literary texts about children and urban poor</p> <p>Metropolitan Dreams by Neferti Tadiar</p>	<p>Womens Rights Women empowerment Feminism Domestic violence</p>	<p>Discussion and group activity</p> <p>Basic mass integration in an urban poor community</p>

Week	Literary Text/Reading materials	Topic	Class Activity
Week 8	Midterm exam Selected literary texts about political prisoners and victims of forced disappearances Pagtatagpo sa Magkabilang Dulo (Testimonial Literature written by families of victims of forced disappearances)	Political rights	Visit to Martial Law museum/ documentary viewing
Week 9	Submission of abstract proposal Knowing your rights through literature	Individual paper	
Week 10	Writing Break	Individual paper	Consultation
Week 11	Paper presentation		Seminar
Week 12	Paper presentation		Seminar
Week 13	Paper presentation		Seminar
Week 14	Revision and submission of final paper		

Selected references:

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Hoffman, Stanley. Universities and Human Rights Quarterly, The Johns Hopkins University Press. Feb., 1984, Vol. 6, No. 1 Feb., 1984, pp. 5-20.

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Robertson, David. *A Dictionary of Human Rights*, 2nd Edition, Europa Publications, 2005.

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Online Articles:

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<https://www.ohchr.org/en/resources/educators/human-rights-education-training>

<https://www.pna.gov.ph/articles/1154241> Subversive books pulled out from university library in Isabela by Villamor Visaya, Jr.

<https://maritimefairtrade.org/ofws-search-for-better-life-but-end-up-dead/> Ina Silverio

<https://www.migrationpolicy.org/article/labor-export-government-policy-case-philippines> by Kevin O'Niel

Notes aspect on enriching pedagogy:

1. Encourage our students to speak their minds and share their perspectives regarding issues on human rights. (Randy)
2. Do more group dynamics/group discussions as classroom activities for students to participate actively. (Sari)
3. Explore blended learning based on different contexts, needs, and university policies. (Dewi)
4. Invite resource persons/organizations who are more rooted, connected to issues of human rights. (Sopaon)
5. Integrate local knowledge as key concepts in understanding human rights according to our own culture, history and tradition. (Rommel)