

TITLE	Human Rights in the Philippines and the US: An examination of the Prison Industrial Complex
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Overview of lecture	A survey of human rights abuses and prisons.
Curriculum focus or Discipline(s)	Ethnic Studies, Africana/African American Studies, Social-Cultural Anthropology, Sociology, Criminal Justice/Criminology, Legal/Political Anthropology
Pre requisites	Basic Knowledge of Terminology in Legal Studies, Human Rights Studies, Social Sciences
Course level	Freshmen and sophomore community college student.
Duration	75 minutes
Lesson objectives	<p>This lesson will introduce students to the following:</p> <ul style="list-style-type: none"> • Basic terminology in human rights studies as it relates to the Philippines. • Concepts of legal policies and abuses in Filipino daily life and law vis a vis the US • The links between colonialism and inhuman policies. • The links between slavery, injustice, and human rights abuses versus the penal systems in the US and the Philippines. • Rehabilitation • Socio-economic stratification and marginalization among the incarcerated • Basic human rights for prisoners
Lesson outcomes	At the end of this lesson, students should possess a proficiency level in the above listed objects, such that they will be able to do the following:

	<ul style="list-style-type: none"> • Interact and communicate in class discussion, and in formal/informal assessment concerning human rights and the criminal justice system in Philippine society. • Develop abstract metacognitive analytical skills related to research and evaluation of quantitative and quantitative data associated with human rights policy and realities in the Philippines. • Demonstrate critical thinking skills with respect to law and policy in the Philippines. • Define and apply basic terms, concepts and principles concerning crime, punishment and rehabilitation comparing the US and the Philippines. • Interact and communicate in class discussion, and in formal/informal assessment concerning political rights and rehabilitation for incarcerated men and women. • Develop abstract metacognitive analytical skills related to research and evaluation of quantitative and quantitative data associated with the rights of incarcerated people in the US and the Philippines. • Demonstrate critical thinking skills with respect to political prisoners, and the criminally accused in the US and the Philippines.
<p>Resources</p> <p>&</p> <p>Text Book</p>	<p><i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i>, by Michelle Alexander, 2010.</p> <p>This <i>New York Times</i> bestseller has captivated studies on race and injustice in the United States. Applying this text to an international cross cultural analysis allows us to look at a former US colony, where racial policies of injustice were at the foundation of the construction of the modern penal system in the Philippines.</p> <p>Comparing the US and the Philippines, one can explore similarities and differences between politically and socially marginalized citizens who find themselves within the criminal justice system. Questions of human rights abuses, prison reform, recidivism, and rehabilitation will be raised in this lesson.</p>

	<p><i>Slavery by Another Name: The Re-enslavement of Black Americans in the Civil War to World War II</i> by Douglas A. Blackmon, 2008.</p> <p>This second text explores the intersectionality of race, gender, and socio-economic class in the United States when it comes to the issue of mass incarceration and, essentially, re-enslavement of African Americans in the United States. The chain gangs following the Civil War become the focus of this text, leading up to the unlawful imprisonment of African Americans up to the era of World War II. An examination of the forced labor on the personal plantations of governors of states such as Alabama, in coal mines as convicts leased out by the state, or directly forced to build roads, schools, and the public infrastructure of the post-Reconstruction South, this text analyzes the continuation of slavery in the American penal system.</p>
<p>Journal articles</p>	<p>“State terror in the Philippines: the Alston Report, human rights and counter-insurgency under the Arroyo administration”</p> <p>Sales, Peter M. 2009. <i>Contemporary Politics</i>. 15(3): 321- 336.</p> <p>This article studies how the state government in the Philippines has abused human rights under the Arroyo administration. Former President Gloria Macapagal Arroyo. Phillip Alston examines state killing, state terror, and political abuses that have come to the attention of the United Nations. The rights of Philippine citizens are not protected, while the military abuses its power over the people. Meanwhile, counter insurgency have popped up across the country in opposition to the government in Manila.</p> <p>"If I was not in prison, I would not be famous": Discipline, Choreography, and Mimicry in the Philippines. <i>Theatre Journal</i>. 63 (4): 607-621.</p>

	<p>J. Lorenzo Perillo, 2011.</p> <p>This journal article explores viral video of a group of prisoners in the Philippines performing Michael Jackson’s <i>Thriller</i>. Ultimately, the question of rehabilitation and fair treatment in Philippine prisons versus in US prisons will be examined.</p>
Web sources	https://www.hrw.org/asia/philippines
Videos	The instructor may wish to find videos that fit the lesson.
Suggested Instructional procedures	<p>Introductions (10 minutes) Overview of colonial American slavery and colonial Philippines under US occupation. US colonial construction of Philippine prisons</p> <ul style="list-style-type: none"> - Interactive Lecture (50 minutes) <ul style="list-style-type: none"> I. A history of Old and New Bilibid Prison in Muntinlupa, Philippines, built by US occupied forces. II. Forced labor under US occupation of the Philippines III. The roots of slavery within the US penal system IV. The continuation of slavery in the US penal system after Reconstruction V. Did US racial policies carry over to the colonial terrain of the Philippines VI. Philippine abuses and political prisoners VII. Rehabilitation in the US vs. the Philippines Which country actually seeks to rehabilitate prisoners versus punish and disenfranchise for life? <p><i>This lecture should be filled with student participation, such that students are asked to interpret the articles they have read before class.</i></p> <ul style="list-style-type: none"> - Conclusion (10 minutes) Summation of topics covered

Assessment	<p>Within the lecture, there should be formal and informal assessments.</p> <p>With a minute paper or focus listing activity, students can jot down what they have learned, such as key take-away information.</p> <p>With a formal assessment, such as a test/quiz or a research/response paper, students provide documented assessments that are graded, as opposed to those that the instructor uses to gauge student learning, without penalty to those who have not mastered recently introduced material. This material can be included within an exam for final check to assess student learning.</p>
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