

<b>TITLE</b>	<i>Indigenous People’s Rights in the Philippines</i>
<b>Author</b>	Prof. Edward C. Davis IV, Malcolm X College, Chicago, IL
<b>Overview of lecture</b>	<b>A survey of indigenous people’s rights and the right to self-preservation and self-perpetuation</b>
<b>Curriculum focus or Discipline(s)</b>	<b>Socio-cultural Anthropology, Political Anthropology</b>
<b>Pre requisites</b>	Basic Knowledge of Terminology in Human Rights, Indigenous People’s Land Rights, Socio-cultural Anthropology
<b>Course level</b>	Freshmen and sophomore community college student.
<b>Duration</b>	75 minutes
<b>Lesson objectives</b>	<p>This lesson will introduce students to the following:</p> <ul style="list-style-type: none"> <li>• Basic terminology in Indigenous People’s Rights within the discipline of anthropology, as it relates to the Philippines.</li> <li>• Concepts of legal terminology and international customs related to indigenous people</li> <li>• The links between colonialism, land rights and education.</li> </ul>
<b>Lesson outcomes</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Define and apply basic cultural and social anthropological terms, concepts and principles, using examples specific to the Philippines.</li> <li>• Interact and communicate in class discussion, and in formal/informal assessment concerning political rights of indigenous peoples.</li> <li>• Develop abstract metacognitive analytical skills related to research and evaluation of quantitative and quantitative data associated with IP groups in the Philippines.</li> <li>• Demonstrate critical thinking skills with respect to IP groups, specific to the Philippines and its global transnational diasporic networks.</li> </ul>
<b>Resources &amp; Text Book</b>	<p><b><i>Cultural Anthropology: Global Forces, Local Lives, 2<sup>nd</sup> Edition</i> by Jack David Eller, 2013.</b></p> <p>Chapters 12, and 13 of the textbook focus on <i>Cultural Dynamics: Continuity and Change; Colonialism and the Origin of</i></p>

	<p><i>Globalization; and Political Integration and Political Identity in the Post-colonial World</i>. Previous chapters explains theory in social-cultural anthropology, which could also be applied to this lesson. An overview and foundational breakdown of basic concepts in the anthropological study of politics, human rights, and colonial and post-colonial conditions would be helpful in order to comprehend the greater themes of this module. While many different textbooks can be used, this particular provides a great foundational breakdown of basic concepts in anthropology that would be helpful in order to comprehend the greater themes of this module.</p>
<p><b>Journal articles</b></p>	<p><b>“The Indigenous Aetas of Bataan, Philippines: Extraordinary genetic origins, modern history and land rights”</b></p> <p><b>McHenry, Mark P, et al. 2013 <i>Singapore Journal of Tropical Geography</i>. 34(3): 292-306.</b></p> <p>This journal article explores concepts related to human rights for the indigenous Aeta people of the Philippines. Believed to have arrived 70,000 years ago, the Aeta or Agta people are the indigenous people of the Philippines. As such, their land has been taken away from people arriving in the Philippines in later years. This article stresses their genetic origins, and explores the international laws and conventions that have been established to protect the rights of indigenous people, with respect to land rights and preservation. As a human right, the rights of the first people of the Philippines is of great importance. With the introduction of Christian missions, the preservation of religious epistemologies and indigenous knowledge is also critical.</p>
<p><b>Web sources</b></p>	
<p><b>Videos</b></p>	<p>The instructor may wish to find videos that fit the lesson.</p>

<p><b>Suggested Instructional procedures</b></p>	<ul style="list-style-type: none"> <li>- <b>Ice Breakers/Introductions (10 minutes)</b></li> <li>- <b>Interactive Lecture (50 minutes)</b></li> </ul> <p>Key terms must be defined here, including:  Aeta/Agta, Indigenous Technical Knowledge (ITK),  Indigenous Knowledge Systems and Practices (IKSPs),  Indigenous Learning Systems (ILS), Indigenous Numeracy  and Literacy (INL), and Indigenous Epistemologies (IE),  Indigenous Peoples Education (IPed),</p> <p>Articles 14 and 15 from the United Nations Draft Declaration  on the Rights of Indigenous People:</p> <p style="padding-left: 40px;">14. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons. States shall take effective measures, whenever any right of indigenous peoples may be threatened, to ensure this right is protected...</p> <p style="padding-left: 40px;">15. All indigenous peoples ... have ... the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. Indigenous children living outside their communities have the right to be provided access to education in their own language and culture. States shall take effective measures to provide appropriate resources for these purposes.<sup>1</sup></p> <p style="padding-left: 40px;"><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"> <li>- <b>Conclusion (10 minutes)</b></li> </ul>
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<sup>1</sup> May, S. & Aikman, S. (2003). "Indigenous Education: Addressing Current Issues and Developments." *Comparative Education*, 39(2). *Indigenous Education: New Possibilities, Ongoing Constraints* (May, 2003), pp. 139-145.

	<p>As noted below, the students will perform an in-class assessment, i.e. a Minute Paper, Focus Listing Activity, or a formal quiz/exam/reflection paper. The students should demonstrate their comprehension of the key concepts explored in lecture.</p>
<b>Assessment</b>	<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>



Source:

Maps of the World. (2015). [Philippines maps](http://newmaps8.xyz/philippines-map/). Retrieved from <http://newmaps8.xyz/philippines-map/>