I. Catalogue Course Description

Course Code: SOCIAL SCIENCES IN PHILOSOPHY 22
Course Title: PHILIPPINE INDIGENOUS COMMUNITIES
Course Description:

The course introduces students to critical considerations of the status, issues, and importance of Indigenous Peoples in the Philippines. It examines the historical creations of Indigenous populations and state accommodations of Indigenous Peoples’ rights. The course also grapples with various IP issues in culture, environment, development, and globalization.

Prerequisite: NONE
Period Covered: 2nd Semester 2019-2020
Credit: 3 units
Total No. of Contact Hours: 54 hours

I. Institutional Vision and Mission

Vision: A premier university delivering world class education that promotes sustainable development amidst climate change.

Mission: To provide quality education to enhance food security, sustainable communities, industry innovation, climate resilience, gender equality, institutional development and partnership.

II. Goals:
A. Institutional:
   1. To develop proactive programs to ensure relevant quality education.
   2. To develop proactive programs for quality service.
   3. To enhance response systems and procedures for transparent institutional development.
   4. To develop relevant and gender sensitive research and extension programs for institutional development, sustainable communities, climate resilience, industry innovation, and partnerships.
   5. To strengthen and expand public-private partnerships.
B. College (College of Arts and Sciences):
   1. Promote dynamic teaching and learning engagements, research and extension activities towards climate change adaptation and resilience for sustainable development.
   2. Produce globally competent and gender sensitive graduates imbued with the values systems in the preservation and respect of cultural and environmental heritage.
   3. Establish collaborative research and disseminate scholarly outputs through relevant platforms towards innovation and proper development.
   4. Design and deliver mentoring expertise, management programs and leadership in community affairs.

C. Program: Bachelor of Technology and Livelihood Education

1. Demonstrate the competencies required of the Philippine TVET Trainers-Assessors Qualification Framework (PTTQF)
2. Demonstrate broad, meaningful and coherent knowledge and skills in technical and vocational education.
3. Apply with minimal supervision specialized knowledge and skills in any of the specific fields in technical teacher education.
4. Demonstrate higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning.
5. Manifest a deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students.
6. Show a deep and principled understanding of how educational processes relate to larger historical, social, cultural, and political processes.
7. Apply a wide range of teaching process skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches.
8. Reflect on the relationships among the teaching process skills, the learning processes in the students, the nature of the content/subject matter, and other factors affecting educational processes in order to constantly improve their teaching knowledge, skills and practices.

D. Course:

   At the end of the course, students should be able to:

1. Examine the conditions of indigenous people in the Philippines from historical and legal framework;
2. Examine and compare various forms of indigenous responses to minoritization and globalization;
3. Identify and describe the main issues confronting Indigenous Peoples in the Philippines; and
4. Develop informed positions regarding issues confronting Indigenous Peoples.
### III. Course Content

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Time Allotment</th>
<th>Activities</th>
<th>Materials</th>
<th>Assessment Strategy</th>
<th>Remarks</th>
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</table>
| At the end of the lesson, the learners will be able to: | The Indigeneity of IPs: Concepts and debates of Indigenousness | 6 hours | Lecture-discussion  
Reading Assignment  
Group discussions  
Reflection essay on one’s indigeneity | Powerpoint presentation  
Reading materials | Essay quiz  
Class participation |
| Understand the concept of Indigeneity and determine their own indigeneity. | Historical Roots of Indigenousness |  |
| Effectively differentiate key terms related to indigeneity, and correctly utilize the terms in their proper contexts. |  |
| Relate historical events and the labelling and differentiation of populations. |  |
| At the end of the lesson, the learners will be able to: | Legalizing Rights of the IPs:  
Indigenous Peoples Rights Act (IPRA)  
International legal support for IPs. | 9 hours | Lecture-discussions  
Reading assignment: Digest on the provisions of the Philippine constitution and the IPRA | Reading requirements: Constitution and IPRA | Graded Group Reporting  
Quiz |  |
| Critically understand the rights of IPs based on the Philippine Constitution and the IPRA. | |  |
| Utilize the legal bases of IP | |  |
Identify the Indigenous peoples of the country in terms of their labels and territories.
Develop initial indigeneity according to the identities and territories of IPs.

| Identities and homes of Indigenous Peoples in the Philippines (Selected IP communities) | 4 hours | Lecture-Discussion  
Map reading  
Assignment: Identifying and brief description of Philippine IPs  
Individual presentation assignment | Philippine map  
Projector/ LCD | Graded Recitation  
Quiz  
Graded presentation of assignment |

**MIDTERM EXAMINATION**  
2 hour

At the end of the lesson, the learners will be able to:
Understand the effects of development activities to the IPs.

| Indigenous Peoples and Economic Development:  
Dam, Logging, and Mining in IP territories. | 12 hours | Readings of case studies.  
Group reading and discussion. | Reading materials | Quiz |

Assess how legal recognition of IPs are used effectively or circumvented.
Examine how IPs are affected by changes in climate

| Indigenous Peoples and Climate Change | 2 hours | Film showing  
Organize fora on Indigenous “situationer” and autonomy, as well as other related IP issues | Venue for the forum | Reflection paper on film viewing and/or forum |

At the end of the lesson, the learners will be able to:

| Indigenous Peoples and Social | 2 hours | Lecture and discussions | Reading | Quiz |
Appreciate NGO works on IPs.
Locate actions and responses of IPs to the issues affecting the population.

<table>
<thead>
<tr>
<th>Movements</th>
<th>9 hours</th>
<th>Interviewing NGO workers</th>
<th>materials</th>
<th>Submission and grading of interviews</th>
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<tbody>
<tr>
<td>Finding Value in Indigenous Knowledge Systems</td>
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<td>Lecture</td>
<td>Finding and Sharing of IKS Research</td>
<td>Quiz Graded research</td>
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At the end of the lessons, the learners will be able to:
Examine the value of Indigenous Knowledge

<table>
<thead>
<tr>
<th>Indigenous Peoples and Globalization</th>
<th>6 hours</th>
<th>Lecture and discussion Reading assignments</th>
<th>Reading materials</th>
<th>Quiz Class participation</th>
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At the end of the lesson, the learners will be able to:
Examine the political, social, economic and cultural impacts of globalization on the indigenous peoples;
Assess the tension between globalization ideologies and indigenous worldview

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<tr>
<th>FINAL EXAMINATION</th>
<th>2 hours</th>
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| TOTAL NUMBER OF HOURS                                                  | 54 hours|                                             |                    |                         |
IV. Course Requirements:
   1. Examinations
   2. Term papers
   3. Field work
   4. Attendance

V. Evaluation and Grading System:
   A. Evaluation (Weights per output/requirement)
      a. Class Participation: 20%
      b. Quizzes: 20%
      c. Other Requirements (i.e. reports, debates, simulations, etc.): 10%
      d. Examinations: 50%

   B. Grading System
      Midterm Grade = \frac{(CSx2) + TermExamGrade}{3}
      Final Term Grade = \frac{(TentativeFinalGradex2) + MidtermGrade}{3}

VI. Provision for Differentiated Instruction:
   A. Students with Special Needs
      1. Use of paired or cooperative learning
      2. Use of multi-sensory teaching approaches (this may include any strategy where students will be able to hear, see, say and write information gleaned from the lecture)

   B. Gifted Students
      1. Assign them as leaders of groups
      2. Pair them with students who need peer tutoring
      3. Independent study projects

   C. Pregnant Students
      1. Depending on the status of their pregnancy, they will be given due consideration in terms of their class attendance, difficulty of the course requirements and deadline for its submission.

VII. References:


VIII. Suggested Readings


XI. Course Policies, Attendance and Deadlines:

A. On Attendance. Students enrolled in the course are expected to attend their classes regularly (as scheduled). Students who would miss graded activities (e.g. quizzes, seat works) shall be given “special activities” if their reason/s for being absent is/are excused. Students who would accumulate absences more than the allowable percentage shall be dropped from the list of enrollees.

B. Cheating during quizzes or examinations and plagiarism shall be dealt with accordingly. If proven beyond reasonable doubt, cheaters would be given “zero” scores on quizzes or examinations that they have been caught cheating. Plagiarized outputs are given “zero” scores.

C. Course requirements such as written reports and accomplished worksheets should be submitted on time; otherwise, it will be given the necessary deductions.

D. Students are advised to obey school regulations at all time while inside the school premises. Students are also encouraged to uphold such laws even when they are outside the school campus.

X. Consultation Hours/Schedule:

<table>
<thead>
<tr>
<th>Name</th>
<th>Consultation Schedule</th>
<th>Room</th>
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<tbody>
<tr>
<td>Stanley F. Anongos, Jr.</td>
<td>MWF 4-5 pm</td>
<td>Cas An Room 206</td>
</tr>
<tr>
<td>Tecah C. Sagandoy</td>
<td>MWF 2-3 pm</td>
<td>Cas An Room 206</td>
</tr>
</tbody>
</table>

Prepared by:

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