FCS Curriculum 2015

brandon reilly

breilly@ucla.edu

The following pages contain syllabi-like documents for each of the courses to be offered by the Filipino Cultural School (FCS) in its 50th year, 2015. These are: Filipino History, Lifestyle, Popular Culture, Dance, and Filipino. To the extent possible, I have streamlined all of the courses—with the exception of Dance, whose final form will be subject in part to the volunteers who are available to teach it—with the goal of making them more ordered, coherent, and complete. I have done so with the goals of helping young Filipinos to become aware of the richness of their culture, the uniqueness of their history, and of their role in our community—local, national, and global—as global Filipinos in the US who are making the journey to adulthood.

Each proto-syllabus is designed with high school age students in mind; accordingly, they will have to be adapted for elementary and middle school students. Each one begins with a description of the course, including an overview of its content, goals, materials to be used, and major course assignment. This is followed by a week-by-week outline of topics to be taught, which are further broken down into constituent parts. Although each course lists a final project as its major assignment, there will be smaller assignments along the way (which are not at this point listed). Along with the progression of successive class meetings, these are designed to help the students develop the requisite skills (reading, writing, public speaking, etc.) that will be necessary to complete each class’s major project. Families will have a big role to play, as parents, siblings, adopted ates and kuyas, and others, will be assumed to help the students with their coursework.

**Filipino History**

This class will provide an overview of Filipino history from earliest times to the present. As we survey this long history, we will pay special attention to the successive changes to Filipino culture, the particular ways Filipinos have asserted themselves amidst repressive structures, and what has meant—and continues to mean—to be a globally diasporic people. Course materials include essays and excerpts from books on history, works of art, literature, and film. The major assignment will be a research project, which can take the form of an essay, literary analysis, Wikipedia article revision or entry, creative work, sound-, video-, digital- or other such project.

1. Prehispanic and Early Spanish Philippine History, Prehistory to 1500s

A. Austronesia to Nusantara

B. Spanish Encounter and Rule

C. Hybridity

*Questions: What was Filipino life like before the Spanish? In what ways did things change with the Spanish arrival? In what ways did things remain the same?*

2. Spanish Philippine History, 1521-1898

A. Religion and Culture

B. Political and Economic Changes

*Questions: How did the peoples called “Indios” by the Spanish negotiate the colonial encounter? In what ways did politics, economics, and culture change during the long Spanish period?*

3. Nationalist Period, 1800s-1910

A. Origin of the Term “Filipino”

B. Ilustrados: Rizal, de los Reyes, and Others

C. Legacies

*Questions: What explains the shift towards a redefinition of the term “Filipino?” In what ways were the Ilustrados’ visions for the future similar* and *different from one another? What is our relationship to them today?*

4. Americans in the Philippines, Filipinos in the US, 1898-1950s

A. The Second Philippine War for Independence and American Rule

B. Filipino Culture in a Re-Colonized Place

C. Filipinos in America

*Questions: What were the political, economic, and cultural changes that took place under American rule? How did Filipinos work against racial subordination in their own homeland* and *in the US? What is the legacy of the American period today?*

5. Dictatorship, Resistance, and the Filipino-American Movement, 1946-1980s

A. From Incomplete Independence to Dictatorship: Marcos Before, During, and After

B. Filipinos-American Participation and the Long Civil Rights Movement

C. EDSA and Filipinos in Emerging Asian Pacific America

*Questions: What political challenges did Filipinos after independence in the Philippines and America? What are the recurrent themes of Filipino resistance during this period? How connected are we, directly or indirectly, to this history?*

6. The Challenge and Multiplicity of Ways of Being Global Filipinos Today

A. Overview of the Diaspora Today

B. Recent History and Achievements

C. Trajectories

*Questions: How does being a globally diasporic people shape Filipino identity today? What does it mean for Filipino politics and activism? What are the biggest challenges facing Filipinos in the diaspora today?*

7. Wrap-up

\*Students will turn in and then give brief (max. 5 min.) presentations on their final project for the class.

**Lifestyle**

In this class we will explore what it means to be “Filipino.” We will examine the varieties of Filipino religion, tradition, gender, education, work, diet, health, politics, culture, and more. Our aim will be to understand what privileges and responsibilities young Filipinos in our corner of the diaspora carry with them today. Course materials include historical essays, works of art, literature, and film, and more. The major assignment will be to write and deliver a brief speech on “what it means to be Filipino.”

1. Culture and Religion through Ages

A. Outlines of Filipino Culture

B. Prehispanic Religions and Islam

C. Christianity

*Questions: What have been the patterns of cultural change in the Philippines? How have they shaped the adoption of religious practices? How does religion shape Filipino life and identity today?*

2. Traditional Values, Arts, Medicine, and More

A. Prehispanic Values Before and After

B. Figures of Folk Traditions

C. Possibilities of Filipino Heritage

*Questions: What can prehispanic cultural figures teach us as Filipinos in the twenty-first century? Can their study offer a gateway into long-lost forms of knowledge that might shape medical, psychological, therapeutic, or other methodologies today?*

3. Women and Gender

A. Overview of Women and Gender

B. Baylanes and their Craft

C. Feminism, Reproductive Rights, and Struggles Today

*Questions: What have women’s roles been throughout most of human history? What is the best way to think about gender in the Philippine context? What things can we do in the present to erode the patriarchal structures that have arisen in the last few centuries, in the Philippines itself* and *in the diaspora?*

4. Education, Work, Movement

A. Overview of Education in the Philippines

B. Varieties of Filipino Work

C. Education and Work in the Contemporary Diaspora

*Questions: What does it mean that the Filipinos have always been eager regarding the prospect of educating themselves? How do we think about the varieties of ways Filipinos have worked, continue to work, and about the challenges they face in doing so? How can we improve the nature of labor for Filipinos in the Philippines and the diaspora today?*

5. Diet and Health

A. Brief History of the Filipino Diet

B. Contemporary Practices and Health Outcomes

C. Ways to Improve Diet and Health

*Questions: What has shaped the Filipino diet over time? What are the major health outcomes of Filipino food practices today? How can our diet be improved?*

6. Filipinos Today

A. The Achievements of our Parents and Grandparents

B. Unfinished Struggles

C. Contemporary Challenges

*Questions: How do we conceive of ourselves as part of a family, community, and culture? What tasks did our foremothers leave to us that they themselves couldn’t complete? What particular challenges face our community today?*

7. Wrap-up

\*Students will give their speeches in class (max. 5 min.).

**Popular Culture**

This class will serve as an introduction to the most visible expressions of Filipino identity: popular culture. We will examine the major forms popular culture has taken over time, including during the Prehispanic, Spanish, and American eras. Following this we will look at the distinctive manifestations of Filipino popular culture in contemporary music, television, film, and on digital media. Course materials include historical essays, works of art, literature, and film, and more. The course assignment will be to create a performative work OR an analysis of one.

1. Prehispanic Forms of Entertainment

A. Storytelling in Its Many Forms

B. Games and Other Diversions

C. Always a Party People

*Questions: How have Filipinos amused themselves over the ages? Are there any comparisons to be made with our forms of entertainment today?*

2. Spanish and American Era Diversions

A. Performative Arts and Other Spanish Era Diversions

B. Radio, Movies, and Television before and after America

C. Legacies

*Questions: How have cultural productions that traveled to the Philippines been remade by the Filipinos? How do we understand their role in contributing to our culture today?*

3. Original Pilipino Music

A. Predecessors

B. Classics of OPM

C. Filipino Rock, Hip-hop, and Other New Forms

*Questions: What is OPM? What is its history and how does it continue to evolve today?*

4. Filipino TV in the Philippines and the Diaspora

A. Overview and History

B. TV and Filipino Culture

C. TFC and TV-Watching in the Diaspora

*Questions: How has TV shaped Filipino culture since 1946? What are the effects of watching global networks like TFC in the diaspora today?*

5. Filipino Theatre and Film

A. Overview of Theatre

B. Overview of Movies

C. Theatre and Movies Today

*Questions: What are some of the features of Filipino theatre and movies that distinguish them from counterparts elsewhere in the world? What is the role of theatre today in diasporic Filipino society? What is the role of cinema and its institutions in diasporic Filipino society?*

6. Popular Culture in the Diaspora Today

A. Filipino Popular Culture in a Digital World

B. Filipinos in American Media

C. Possibilities for Stardom and Fandom

*Questions: How has new media shaped the ways Filipinos consume* and *produce popular culture? What are some of the gains Filipino singers, actors, and other such entertainers made in America and beyond? Will the 21st century be the century of a distinctly Filipino stardom and fandom?*

7. Wrap-up

\*Students will do their performances or present their analyses (max. 5 mins.)

**Dance**

1. Introduction to Folk Dance and Performance

2. Introduction during the Spanish and American Colonial Eras

3. Traditional and Hip-hop I

4. Traditional and Hip-hop II

5. Traditional and Hip-hop III

6. Traditional and Hip-hop IV

7. Dress Rehearsal

\*Students will perform a dance (as a member of one or two groups)

**Filipino**

This class will introduce students to conversational Filipino, the national language (*Wikang Pambansa*) of the Philippines. Our main goal will be to acquire a basic ability to converse in everyday situations—in the home, at get-togethers, at the market, and elsewhere. While the focus will be on developing conversational knowledge, we will also seek to develop an elementary knowledge of basic grammar, reading, and writing. Course materials will be excerpted from leading textbooks. The course assignment will be to create a skit in Filipino, to be completed as a group.

1. Introduction and Basic Greetings

A. Introduction to Filipino

B. Basic Greetings

C. Introducing Oneself

2. Overview of Grammar and Simple Sentence Structure

A. Introduction to Filipino Grammar

B. Differences with English

C. “Kumain ako ng manok” v. “Kinain ko ang manok”

3. Pronouns and Common Verbs

A. Pronouns

B. Verbs

C. Common Verbs

4. Conversation in the Home and Family Vocabulary

A. Members of the Family

B. Vocabulary of the Home

C. Common Expressions

5. Conversation at School

A. People at School

B. Vocabulary of the Classroom

C. Common Expressions

6. Conversation at the Market

A. Food Vocabulary

B. Finding, Buying, and Selling

C. Common Expressions

7. Skits

\*Students will perform a skit (as a member of one or two groups)