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Inside Out, Outside In: Teaching World Literature Through Philippine Literature

Resil B. Mojares

Abstract

How to fit a subject so immense into curricular space so small is a continuing challenge in Philippine education. We are sweeping curricular changes as in the Enhanced Basic Education Act of 2013 (“K-12”). This paper critiques the proposed “world literature” and “Philippine regional literature” under the proposed new curriculum, and proposes a pedagogical plan in which the two have interactive, mutually constitutive relations between the two, and thus requires a pedagogical plan in which the two are viewed through Philippine literature, and vice versa. The approach is based not only on the assumption that the two are viewed as separate, but that the cultivation of a creative, critical mindset — rather than a survey approach to the accumulation of knowledge — is the primary purpose in the teaching of literature.

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