

Syllabus of Record

Program: CET Taiwan

Course Code / Title: (TP/CLTR 250) Taiwan Indigenous Peoples

Contact Hours: 45

Recommended Credits: 3

Primary Discipline / Suggested Cross Listings: Cultural Studies / History, Anthropology, Asian Studies

Language of Instruction: English

Prerequisites / Requirements: None

Description

This small island, Taiwan, was first named Formosa by the Portuguese on their way to seek trade with dynastic China in the 17th century. The centuries that followed saw various colonial powers imposing upon the island's Indigenous peoples. To understand the challenges faced by Indigenous peoples in Taiwan, one must understand colonialist history on the island, including contact with the Netherlands, Spain, Japan, the Chinese Nationalist Party (Kuomintang), and some may even argue the Christian churches.

This course facilitates the reading and rereading of Indigenous Taiwanese history, tradition, culture, obstacles, challenges, and struggles with a comparative studies methodology, through the eyes of the Indigenous. In this course, students can explore topics such as Indigenous identity, stigmatizations, education and Indigenous languages, gender and sexuality, cultural revitalization, religious colonization, health, sport, and more. Students explore Indigenous perspectives and voices through film, storytelling, and guest lectures. A team project helps students apply what they have learned to examine the focus of the Indigenous Taiwanese of their choice. This course aims to cultivate students' understanding of Indigenous Taiwanese and help them establish an attitude respecting the cultures and values of ethnic diversities in general.

Objectives

Through this course, students:

- Examine the contemporary challenges faced by Indigenous Taiwanese from an indigenous perspective.
- Map the power structures restricting Indigenous self-determination in their culture, tradition, education, and daily life.
- Utilize critical thinking skills to describe and analyze how colonial institutions, cultures, and social expectations influence the lives of Indigenous Taiwanese.
- Build connections between stigmatization, assimilation, and resilience of Indigenous Taiwanese, their decolonization struggles, and their path to embrace and support their cultural diversity.

Course Requirements

Graded assignments include:

- **Participation:** Students are expected to attend each class as outlined in the CET Attendance

Policy. Active participation is essential, including reading assigned materials and engaging in thoughtful reflection and discussions. The reading assignment for each class is around 50 pages.

Class Participation Grading Rubric

	A – 90-100% Exemplary	B – 80-89% Proficient	C – 70-79% Developing	D – 60-69% Unacceptable	F – 0-59% Missing
Frequency of class participation	Actively contributes 2+ times per meeting	Actively contributes at least 1 time per meeting	Actively contributes at least half of the time during term	Actively contributes less than half of the time during term	Does not contribute
Quality of class participation *	Contribution is always thoughtful, accurate, and constructive, frequently interacting with peers	Contribution is mostly thoughtful, accurate, and constructive, usually interacting with peers	Contribution is somewhat thoughtful, accurate, and constructive, sometimes interacting with peers	Contribution is rarely thoughtful, accurate, and constructive, rarely interacting with peers	Does not contribute or interact with peers
Level of class preparation	Always fully prepared and on task	Mostly prepared and on task	Somewhat prepared and on task	Rarely prepared and on task	Consistently unprepared and not on task

- **Reflection Papers:** Students are required to submit three (3) reflection papers of 800-1,000 words (double-spaced pages) each during the assigned weeks. These reflection papers must demonstrate student’s critical analysis and deliberate reflection on the assigned topics. Students are encouraged to cite any sources as supporting evidence or discourses.

- **Team Project & Presentation: One Small Thing About Indigenous Taiwanese:** Teams of 3-4 students will collaborate to explore a topic related to Indigenous Taiwanese. The topic can be on concepts, social issues, cultural aspects, or habits that interest the students. The project will be completed by following these steps:
 1. Submit a description of the chosen topic, no more than 250 words, stating the topic, its significance, and the team's approach to it.
 2. A 5-minute debriefing on the team project proposal, including the theme, methodology, text or visual materials the team plans to utilize to study the subject.
 3. A 10-15 minute class presentation to share the group’s inquiries and findings. Any

creative way of presentation, including drama or storytelling, that clearly states the result of this team project and helps the audience understand is welcome.

4. A 2,500-3,000 word written report of the project methodology and findings.
- **Self-assessment Paper:** Students are required to submit a self-assessment writing of 800-1000 words. This essay encourages them to express their insights, thoughts, and reflections on their learning throughout the course. This final assignment encourages students to include detailed plans for practically expressing their appreciation and embracing Indigenous culture and ethnic diversities. The scoring criteria for this article are based on students' understanding and reflection on the issues discussed in this course and their plans for future encounters with different ethnic groups.

This essay should consist of:

1. What were your thoughts or perceptions about Indigenous Taiwanese before taking this class?
2. How does your understanding of them differ from Indigenous peoples you have encountered or learned about?
3. Which topic(s) in this course surprised you the most or taught you valuable lessons?
4. Do you have any additional insights or thoughts on the abovementioned topic(s) that the instructor did not cover?
5. Please suggest a creative and simple action to raise awareness about the needs of people from different ethnic groups, both for yourself and those around you.

All paper assignments are to be submitted on Canvas no later than the deadline.

Grading

The final grade is determined as follows:

Participation	20%
Reflection papers (3 at 10% each)	30%
Team project	40%
1. A written description of the topic (5%)	
2. 5-minute debriefing on team project proposal (5%)	
3. 15-minute class presentation on the project result (15%)	
4. Final written report (15%)	
Self-assessment paper	10%

Readings

Acabado, Stephen, and Kuan, Da-wei, 2021, 'Indigenous peoples: Heritage and landscape in the Asia Pacific' in Acabado, Stephen, and Kuan, Da-wei, eds. *Indigenous Peoples, Heritage and Landscape in the Asia Pacific: Knowledge Co-Production and Empowerment*. Oxford: Taylor & Francis Group. p.1-15.

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- Hou, Chien-Chou, and Tsuann Kuo. 2019. "Home Care Services for Indigenous Population in Taiwan: Cultural and Socio-Structural Implications for Long-Term Care Policy." *Journal of Gerontological Social Work* 62 (3): 306–23.
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Outline of Course Content

- Topic 1 – Wow! There are Indigenous peoples in Taiwan: Introduction of the Course, Indigenous People and Indigeneity
- Topic 2 – History of the 'Other': From barbarians, bottom class to the pride of Taiwan?
- Topic 3 – Indigenous Identity I: 'Who am I' under Nationalism and Ethnocentrism
- Topic 4 – Back Home I: The entanglement of cultural revitalization and cultural performance on Indigenous identity
- Topic 5 – Becoming Indigenous or Taiwanese: Affirmative Action in Indigenous Education-the bonus grading and the Indigenous-focus studies approaches
- Topic 6 – Indigenous Identity II: 'Who am I' in my tribe and family (Indigenous status law, personal name reification)
- Topic 7 – Back Home II: Speaking my Grandma's Language (Indigenous languages revitalization and its obstacles)
- Topic 8 – Back Home III: Re-connecting with the Spirits of Ancestors and Creatures

Topic 9 – Back Home IV: Re-visiting the role of Genders and matriarchal culture in Indigenous communities

Topic 10 – Encountering Modernization I: Average life expectancy, rural community medical resources, long-term care for the elderly and alcoholism issues

Topic 11 – Encountering Modernization II: Art, Sport, Music and the Romantic Imagination of the Indigenous

Topic 12 – Back Home V: Returning to Our Promised Lands